

204

TEACHERS' APPRAISAL OF THE ROLES AND FUNCTIONS OF
TEACHERS' AIDES IN ELEMENTARY SCHOOLS

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
ATLANTA UNIVERSITY, IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

BY
JAMES E. JONES

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY

ATLANTA, GEORGIA

JUNE, 1967

Rix

115

1937

DEDICATION

To My Wife

Mrs. Lois F. Jones

With Deep and Abiding Appreciation and Continuing
Praise Beyond the Meaningfulness of Words, for
Her Assistance, Encouragement and Understand-
ing at all Times. To Her, I Dedicate This
Research Volume.

To My Beloved Sister

Miss A. R. Jones

For Her Kindness, Devotion, Inspiration
and Encouragement.

J. E. J.

ACKNOWLEDGEMENT

The writer, with humble and grateful appreciation, wishes to acknowledge his indebtedness to all of the personalities whose assistance and efforts have made possible the successful completion of this research. Specific thanks and genuine appreciation are expressed to Dr. Laurence E. Boyd, Advisor and Dr. Mildred Barksdale, Co-advisor for the assistance, interest and encouragement extended throughout all stages of this research.

Extreme thanks and appreciation are extended to Dr. R. E. Flanders, Educational Service, Spalding County, for allowing the writer to complete this research study in Fayette and Butts Counties School Systems.

Directly, the writer wishes to express his sincere gratitude to Mr. R. G. Gay, Principal, Nathan B. Forrest Elementary School for his continued encouragement and co-operation in the completion of this study.

J. E. J.

TABLE OF CONTENTS

	Page
DEDICATION.	11
ACKNOWLEDGEMENTS.	111
LIST OF TABLES.	vii
Chapter	
I. INTRODUCTION.	1
Rationale.	1
Evolution of the Problem	3
Contribution to Educational Knowledge.	3
Statement of the Problem	3
Purpose of the Study	3
Limitation of the Study.	4
Definition of Terms.	4
Method of Research	5
Locale and Period of the Study	5
Subjects	5
Materials and Instruments.	5
Procedural Steps	5
Survey of Related Literature	6
Summary of Related Literature.	13
II. PRESENTATION AND ANALYSIS OF DATA	15
Organization and Treatment of Data	15
Instructional Services Rendered by Teacher Aides with Assistance of the Teachers	16
Instructional Services Rendered by Teacher Aides Without the Assistance of the Teachers.	18
Classroom Management Tasks Performed by Teacher Aides	22
Frequency of the Performance of Classroom Management Tasks Performed by Teacher Aides .	24
Individual Help Services to Pupils	27
Frequency of the Performance of Individual Help Services to Pupils Performed by Teacher Aides	30
Counseling and Guidance Services Rendered. . . .	33

TABLE OF CONTENTS--Continued

Chapter	Page
Frequency of the Performance of Counseling and Guidance Tasks Performed by Teacher Aides.	35
Discipline Tasks in Relation to Pupils	38
Frequency of the Performance of Discipline Tasks in Relation to Pupils Performed by Teacher Aides .	41
Parent Substitute Services of Aides.	44
Frequency of the Performance of Parent-Substitute Services or Tasks Performed by Teacher Aides. . .	47
Reporting Education Status of Pupils	50
Frequency of the Performance of Reporting Education Status of Pupils Tasks Performed by Teacher Aides.	53
Conferring with Other School Personnel	56
Frequency of the Performance of Tasks of Conferring with other School Personnel Performed by Teacher Aides.	59
Tasks in Relation to Extra Curricular Activities Program.	62
Frequency of the Performance of Extra Curricular Activities Tasks Performed by Teacher Aides . . .	63
Community Relations Services of Aides.	65
Frequency of the Performance of Community Relations Tasks Performed by Teacher Aides	68
Professional Development Activities of Aides . . .	71
Frequency of the Performance of Professional Development Tasks Performed by Teacher Aides . . .	74
III. SUMMARY AND CONCLUSIONS.	80
Rationale.	80
Evolution of the Problem	82
Contribution to Educational Knowledge.	82
Statement of the Problem	82
Purposes of the Study.	82
Limitation of the Study.	83
Definition of Terms.	83
Recapitulation of the Research-Design of the Study.	84
Summary of Related Literature.	85
Summary of Basic Findings.	86
Conclusions.	96
Implications	97
Recommendations.	98
BIBLIOGRAPHY.	99

TABLE OF CONTENTS--Continued

	Page
VITA.	101
APPENDIX.	102
Questionnaire - Teachers' Appraisal of the Roles and Functions of Teachers' Aides in Elementary Schools	

LIST OF TABLES

Table		Page
1.	Distribution of the Persons (Personnel) with Whom the Teacher-Aides Perform Their Tasks (In Instructional Services Rendered by Teacher Aides with Assistance of Teachers) in the Schools of Butts and Fayette Counties, Jackson, Georgia, 1966-1967.	17
2.	Distribution of the Frequency with Which the Teacher-Aides Perform Their Tasks (Instructional Services Rendered by Aides with Assistance of the Teachers) in the Schools of Butts and Fayette Counties, Georgia, 1966-1967.	20
3.	Distribution of the Persons (Personnel) with whom the Teacher-Aides Perform Their Tasks (In Classroom Management Tasks Performed by Teacher Aides) in the Schools of Butts and Fayette Counties, Jackson, Georgia, 1966-1967	23
4.	Distribution of the Frequency with Which the Teacher-Aides Perform Their Tasks (Classroom Management Tasks Performed by Teacher Aides) in the Schools of Butts and Fayette Counties, Georgia, 1966-1967 . . .	25
5.	Distribution of the Persons (Personnel) with Whom the Teacher-Aides Perform Their Tasks (In Individual Services to Pupils) in the Schools of Butts and Fayette Counties, Jackson, Georgia, 1966-1967. . . .	28
6.	Distribution of the Frequency with Which the Teacher-Aides Perform Their Tasks (Individual Help to Pupils) in the Schools of Butts and Fayette Counties, Georgia, 1966-1967.	31
7.	Distribution of the Persons (Personnel) with Whom the Teacher-Aides Perform Their Tasks (In Counseling and Guidance Services Rendered) in the Schools of Butts and Fayette Counties, Jackson, Georgia, 1966-1967. . .	34
8.	Distribution of the Frequency with Which the Teacher-Aides Perform Their Tasks (Counseling and Guidance Services Rendered) in the Schools of Butts and Fayette Counties, Georgia, 1966-1967	36

LIST OF TABLES--Continued

Table		Page
9.	Distribution of the Persons (Personnel) with Whom the Teacher-Aides Perform Their Tasks (In Discipline Tasks in Relation to Pupils) in the Schools of Butts and Fayette Counties, Jackson, Georgia, 1966-1967.	39
10.	Distribution of the Frequency with Which the Teacher-Aides Perform Their Tasks (Discipline in Relation to Pupils) in the Schools of Butts and Fayette Counties, Georgia, 1966-1967	42
11.	Distribution of the Persons (Personnel) with Whom the Teacher-Aides Perform Their Tasks (In Parent Substitute Services of Aides) in the Schools of Butts and Fayette Counties, Jackson, Georgia, 1966-1967.	45
12.	Distribution of the Frequency with Which the Teacher-Aides Perform Their Tasks (Parent Substitute Services of Aides) in the Schools of Butts and Fayette Counties, Georgia, 1966-1967	48
13.	Distribution of the Frequency with Which the Teacher-Aides Perform their Tasks (Reporting Education Status of Pupils) in the Schools of Butts and Fayette Counties, Jackson, Georgia, 1966-1967.	51
14.	Distribution of the Frequency with Which the Teacher-Aides Perform Their Tasks (Reporting Education Status of Pupils) in the Schools of Butts and Fayette Counties, Georgia, 1966-1967	54
15.	Distribution of the Persons (Personnel) with Whom the Teacher-Aides Perform Their Tasks (In Conferring with Other School Personnel) in the Schools of Butts and Fayette Counties, Jackson, Georgia, 1966-1967.	57
16.	Distribution of the Frequency with Which the Teacher-Aides Perform Their Tasks (Conferring with Other School Personnel) in the Schools of Butts and Fayette Counties, Georgia, 1966-1967	60
17.	Distribution of the Persons (Personnel) with Whom the Teacher-Aides Perform Their Tasks in (Extra Curricular Activities Program) in the Schools of Butts and Fayette Counties, Jackson, Georgia, 1966-1967.	63

LIST OF TABLES--Continued

Table		Page
18.	Distribution of the Frequency with Which the Teacher-Aides Perform Their Tasks (Extra Curricular Activities Program) in the Schools of Butts and Fayette Counties, Georgia, 1966-1967.	64
19.	Distribution of the Persons (Personnel) with Whom the Teacher-Aides Perform their Tasks (In Community Relations Services of Aides) in the Schools of Butts and Fayette Counties, Jackson, Georgia, 1966-1967	66
20.	Distribution of the Persons (Personnel) with Whom the Teacher-Aides Perform Their Tasks (In Community Relations Services of Aides) in the Schools of Butts and Fayette Counties, Georgia, 1966-1967.	69
21.	Distribution of the Persons (Personnel) with Whom the Teacher-Aides Perform Their Tasks (In Professional Development Activities of Aides) in the Schools of Butts and Fayette Counties, Jackson, Georgia, 1966-1967.	72
22.	Distribution of the Frequency with Which the Teacher-Aides Perform Their Tasks (Professional Development Activities of Aides) in the Schools of Butts and Fayette Counties, Georgia, 1966-1967.	75

CHAPTER I

INTRODUCTION

Rationale.--With the growing problems of discipline in our schools, teaching needs more and more supportive services and increased man-power help. Already teachers are extremely busy serving in various ways as janitors, clerks and playground policemen. This point is well known to all and has been made repeatedly with heat and vigor, to statesmen, parents and school officials who are continually trying to free teachers from the taxing burden of clerical and routine tasks. In trying to solve this problem, the teacher aide program lends itself to popular use. So far, results of the experiment with teacher aides have been satisfactory.

The teacher aide program is proving to be useful in more ways than one. Teacher aides are usually respected members of the community since they are drawn from retired teachers, housewives and high school students in fields other than teaching. This practice tends to strengthen the school-community relationship.

A teacher aide is one who is supposed to be a mature person who is expected to assist a teacher in handling children individually or collectively, executing supportive and clerical tasks. She is not supposed to execute the regular professional tasks for which a teacher needs technical training. For the teacher aide to be in line with the

regular classroom teacher, the following are the basic requirements: she should write legibly, spell correctly, use basic mathematical computations correctly, speak clearly and intelligently, type (at least) demonstrate satisfactory level of intuition, resourcefulness, and creativeness. She should be flexible, reliable, adaptable and dependable in performing assignments.

In some elementary classrooms teachers' aides do everything from decorating the bulletin board to watering plants. It is observed that the aide has not intruded in any way upon the professional duties of the teacher. The system has proved to be helpful to teachers. What is more, teacher aides reduce the clerical and routine task load of the teacher.

As schools become interested in fitting staff-utilization concepts to their own particular situations, the questions usually arise: Should we use teacher aides? And if so, what sorts of things should teacher aides do? What kinds of individuals should they be?

The teacher aide's function fits most beneficially into the team-teaching situations, but aides can also be of immeasurable help when assigned to: (1) teachers operating singly with a department or (2) a physical facility, such as a language laboratory, a graphic arts-curriculum materials room, or even a lecture hall.

To identify areas where teacher aides can help, poses no problem. The essential question is this: Where can assistance be applied most beneficially to raise the quality of educational offerings? The right answer depends upon situations closely related to each school. However, if a school is seeking to gain the most benefit from the appointment of aides, certain guidelines should be considered. Unless aides are sought

as a brand or surplus commodity to be thrown, in stop-gap measure, at the rushing tide of teenagers, the general functions and roles of the aide's position must be defined early.¹

Evolution of the problem.--During the past school term, the writer was asked to serve on a committee to rate the activities and duties of teacher aides. By benefit of three months of experience in having an aide assigned to him, the writer can perhaps provide a little guidance and some supportive data for those considering teacher's aides and how they are helping to alleviate some of the pertinent problems of the classroom teachers. This situation encouraged the writer to do this study.

Contribution to educational knowledge.--The writer hopes that the findings in this study will serve to identify and to characterize the routine tasks which are usually expected of teacher aides.

Statement of the problem.--The problem involved in this study was to determine, analyze, and appraise the roles and functions of "Teacher Aides" in Fayette County Training School, Fayetteville Elementary School, and Butts County School.

Purpose of the study.--The major purpose of this study was to develop a profile of the varied tasks which teacher aides may be called upon to perform when employed in a school situation.

The specific purposes of this study were:

¹ Scott D. Thomas, "Emerging Role of the Teacher Aide," Clearing House 37: (February, 1963), pp. 326-30.

1. To analyze the opinions of teachers about the expected functions and activities of teacher aides in selected elementary schools.
2. To appraise the basic training teacher aides bring to their jobs:
 - a. The educational background of teacher aides.
 - b. The usual basic academic or other-type training required for employment as a teacher aide.
3. To determine the major areas of functions in which teacher aides can be employed to work at a school.
4. To determine average number of teacher aides assigned to:
 - a. A classroom
 - b. A school
5. To ascertain the time-allotment devoted to specific tasks which teacher aides are called upon to do.
6. To ascertain what is the teachers' appraisal and/or evaluation of the usefulness of the teacher aides serving in their schools.
7. To determine what are the implications for educational theory and practice.

Limitation of the study.---The major limitation of this study is the question as to the authenticity and accuracy of the opinions expressed by the respondents to the items on the questionnaire, which is to be used to collect the data.

Definition of terms.---The significant terms to be used throughout this study are defined below.

1. Teacher aides are auxiliary personnel (we prefer the latter term to either teacher aides or paraprofessionals) brought into the school to assist teachers in teaching children and youth. They may perform a wide variety of tasks.¹

¹ National Commission on Teacher Education and Professional Standards, National Education Association, TEPS Newsletter, Vol. IX, No. 2 (June, 1966), p. 4.

2. Monitors - an aide who supervises in the lunchrooms, on the playgrounds, during physical education and play periods in study rooms, in halls and corridors and on bus duty.¹
3. Opinion - a belief, judgement, idea, impression, sentiment, or notion that has not been conclusively proved and lacks the weight of carefully reasoned judgement or certainty of conviction.

Method of research.--The Descriptive-Survey Method of research, employing the specific techniques of the questionnaire and official school records, was used to collect the data. The Descriptive-Survey Method was chosen because of its versatility, practicality, and its usefulness in identifying present conditions and pointing to present needs.

Locale and period of the study.--This study was conducted in Butts County, Jackson, Georgia and Fayette County, Fayetteville, Georgia during the school year 1966-1967.

Subjects.--The subjects used in this research were one-hundred teachers and their teacher aides who were employed in Fayette County and Butts County.

Materials and instruments.--The materials used in this study was a specially designed questionnaire on the functions and activities of teacher aides and official records.

Procedural steps.--The following procedural steps were used to achieve the purposes of this study:

1. The literature pertinent to this study was reviewed, abstracted and summarized for incorporation in the final thesis copy.

¹J. B. White, "Educational Leadership Teacher Aides," Florida Educational Research and Development Council, Research Bulletin, Vol. II, No. 1 (March, 1966).

2. The specific questionnaire on teacher aides was constructed and validated under the direction of staff members of the School of Education.
3. Permission was secured from the proper school authorities to conduct this study.
4. The questionnaire was distributed to and executed by the regular teachers in the schools participating in the study.
5. The data on the questionnaire were assembled in appropriate tables and/or charts as indicated by the purposes of the study.
6. The data were statistically treated with reference to the frequency and per cent of responses to the questionnaire items.
7. The formulation of the statement of findings, conclusions, implications and recommendations were incorporated in the finished thesis copy.

Survey of related literature.--The writer distributed 125 questionnaires to elementary school teachers in Butts County and Fayette County schools with a view to appraising the roles and functions of teachers' aides in elementary schools. The questionnaire had 113 questions, thirty falling under Introduction, seven under Individual Help, six under Counseling and Guidance, twelve under Discipline, eleven under Reporting Education Status of Pupils, eight under Conferring with other Schools, four under Extra Curricular Activities, nine under Community Relations and nineteen under Professional Development.

Each question required six answers in the following categories:
 (a) With Whom?, (1) With teacher, (2) Without teacher, and (b) How frequent - (1) generally, (2) Occasionally, (3) Seldom and (4) Never.

The questions under the introduction were designed to find out if aides recognize the importance of their work with pupils; if aides are permitted to duplicate work materials for pupils for instructional

purposes; if aides are permitted to offer help to small or large groups of pupils in the classroom; if aides select or choose materials and aids for use in instruction; if aides group pupils for instruction; if aides offer suggestions in selecting procedures or methods of instruction; if aides make lesson plans, listen to reports, review or supervise free reading and play for pupils; if aides place their planned work or work planned by teacher on the board for pupils; if aides set up and operate audio-visual equipment; and if aides teach or offer guidance in basic skills.

It was also designed in this section to gain information about the help the aides offered in arranging the classroom bulletin boards and directing special programs, such as socio-drama and role playing. The questionnaire investigated other facts about teaching reading, dramatics, mathematics, art, science, games, physical education; assisting pupils in motor skills such as map-reading, cut-outs and water color; examining, selecting and assembling materials for science experiments, and assisting in planning the curriculum, classroom organization and teaching supplies.

Consideration was also given to know whether aides assist in making arrangements for special trips for pupils and inter-school communication effective. The writer found it important to know if aides assist in making supplementary materials for instructional purposes, and assist in registering pupils attention is given to what part aides play in safety activities for instruction during emergencies. To cover other aspects of the teacher's duties, questions were asked to know if aides assist in housekeeping in classroom as well as other school areas, if

they assist in supervising pupils entering and leaving the school. Take charge while relieving a teacher for a break during the school day, perform clerical tasks, assist in preparing school reports and ordering any school supplies.

Carroll, a past president of the Department of Classroom Teachers, National Education Association, closely and critically examines the use of teacher aides from the point of view of all those associated with her, the teacher, the administrator, the student, the parent, and of the aide herself.

The article deals with the relationship between teacher and aide and the duties of the aide. The author asks an interesting question: "Should funds for the aides be used to employ new teachers, thereby lightening existing teacher loads, and removing the need for the aide?" She concludes that the experiment in the Bay City, Michigan schools was successful.¹ However, conditions for the use of aides were excellent. Unless working conditions are good in other school systems, the program would not work so well.

The program in Bay City was a pioneer one. It was reported in National magazines and drew much attention and some controversy among educators.

Cronin defines the term "teacher aides" and differentiates this title from the other names given to non-professional school personnel. He says that a teacher aide is any person not holding a teacher's

¹Lucille Carroll, "The Bay City Experiment, as Seen by a Classroom Teacher," Journal of Teacher Education, 7: (June, 1956), pp. 142-147.

certificate, salaried or unsalaried, who assumes duties heretofore performed by the professional staff. Cronin also listed the types of school staff as:

1. Professional teachers
2. Paraprofessional assistants
3. Clerks
4. General aides
5. Community consultants
6. Staff specialists¹

Cronin also states that teacher aides may be found in the community, and that schools have used other methods of freeing teachers' time than that of the employment of aides.²

Cutler feels that persons who may qualify as teacher aides include retired teachers, housewives, college students and high school students. Cutler indicates that high school students are not as desirable as aides as the other groups she mentions.

She lists some questions about the use of teacher aides in the school program which seem to cast doubt on their value.

These questions include:

1. Where are substitutes obtained for aides who are absent?
2. How should aides handle disciplinary problems?
3. How can they be brought into an in-service program?

She has information in tabular form on these matters:

1. The launching of a teacher aide program.
2. The pay scales for teacher aides.
3. Student aides as members of a teaching team.³

¹Joseph M. Cronin, "What's All This About Teacher Aides," California Journal of Secondary Education, 34: (November, 1959), pp. 390-397.

²Ibid., p. 397.

³Marylyn H. Cutler, "Teacher Aides are Worth the Effort," Nations Schools, (April, 1964), pp. 67-69; 116-118.

Cutler also gives examples of the uses of teacher aides, including employing them as lay readers.¹

Diederich sees two types of lay readers in schools. He states that there are paid and unpaid lay readers used in schools. He concludes that such persons should be paid for two reasons:

1. So that the public will not believe that education is free.
2. So that the readers and their activities may be considered on a professional basis.²

Diederich develops the idea that letting qualified assistants assume responsibility for limited segments of the teaching function is in no way unprofessional, and that every profession uses such assistants. He makes the analogy of the surgeon and his team in and out of the operating room. He considers the matter of grading papers and finds much fault with the view that teachers and readers should praise the good, rather than find fault, with students' writing. He concludes with the idea that reading does more to improve writing than does writing itself, but there is so much student writing which needs to be done that lay readers must be employed to process it.³

Park uses time studies, records of student achievement, and teacher, pupil and parent opinions in gathering data for the evaluation of the effectiveness of the use of teacher aides. He concluded that such programs are generally of positive benefit in the education enterprise.

¹ Ibid.

² Paul B. Diederich, "Research Report: College-Educated Housewives as Lay Reader," Bulletin of the National Association of Secondary School Principals, 47: (April, 1963), pp. 201-211.

³ Ibid., p. 211.

There are no evidences of threat to teachers in the use of aides in their classrooms. There are also no indications of the corruption of educational programs because of the employment of aides for teachers.

Teachers reported enjoying their teaching when they were assigned aides because the aides relieved them of chores and permitted them more time for preparation and teaching.¹

Stafford listed twenty-one categories of professional and non-professional duties of teachers and gathered data on the time spent on each by teachers with and without aides. He concluded that teachers with aides in their classrooms gave more time to professional activities than those who had no aides, but there was not a significant increase in purely professional activity by the teacher who had the services of the aide.

There was a significant reduction in the time that the teacher gave to non-professional activities when she had an aide. There was also much more time given to the individual child when both the teacher and the aide worked with him.²

Thompson says that there is a demarcation of the area in which teacher aides can function in schools, and in which only the fully educated professional should work. The author believes that the teacher aide operates most effectively in a team teaching situation. However, the aide can be helpful to the teacher in helping to maintain instruction when the teacher has a physical set up such as a language

¹Charles B. Park, "The Teacher Aide Plan," Nation's Schools 56: (July, 1955), pp. 45-55.

²Ibid., pp. 45-55.

arts laboratory.¹

Thompson also discusses the several aspects in a teacher aide program, orientation, training, teacher supervision, scheduling the use of aides' time, and the costs in employing aides in schools. He says that the critic of the use of aides who cries that it is unprofessional to use them have no basis for their criticism when the duties of the aides are not those of the teacher and when this is made clear in the selection and training process.²

Burke is concerned with the assistance lay readers can give to teachers of classes in English composition, and with the lay readers' duties.

The readers should be carefully screened before employment with: (1) tests, (2) interviews, and (3) samples of their writing. After employment, they should receive consistent guidance regardless of their previous experience. Their roles in collaboration with the teacher must be carefully spelled out. The key to the success of the program is the relationship between the teacher and the reader.

The duties of the readers are to: (1) suggest grade for students, (2) hold conferences with students, and (3) read revisions and corrections on papers that they have graded.³

¹Curt Stafford, "Teacher Time Utilization with Teacher Aides," Journal of Educational Research, 56: (October, 1957), pp. 82-88.

²Scott D. Thompson, "Emerging Role of the Teacher Aide," Clearing House, 37: (February, 1963), pp. 326-330.

³Virginia M. Burke, "A Candid Opinion on Lay Readers," English Journal, 50: (April, 1962), pp. 258-264.

Burke's article concludes with the thought that English teachers must maintain control of the program and insist on high standards of work in order for the aides to be useful.¹

The Johnson "Great Society" administration has embarked on an all-out war on poverty with the administrative techniques and the emotional fervor usually reserved for a battlefield. Basic knowledge is available on educationally unstimulated, unmotivated pupils impoverished families.

The first knowledge of teacher aides was made known early in 1965. It is believed that the use of teacher aides in the elementary schools might lead to several noticeable benefits of (1) effective elementary school experiences, (2) curriculum change, and (3) elimination and/or reduction of emotional problems.

Many educators agree and report their convictions that teacher aides are enthusiastic and positive facets in the elementary school programs.²

Summary of related literature.---The literature pertinent to this study was reviewed in the light of extended educational offerings for the regular classroom teacher and teacher aides. Among special curricular areas the limited amount of literature reviewed in connection with this study seems to emphasize such vital and crucial principles as indicated below.

¹Ibid., pp. 258-264.

²Mary Lovrita Adams, "Teachers' Instructional Needs in Teaching Reading," Reading Teacher, 17: (January, 1964), pp. 260-264.

1. Self-concept should be of vital importance to child growth and development, and must be the basic aim of every educational program.
2. Teacher aides are persons who help the classroom teacher and school personnel in attempting to alleviate many barriers to educational growth and development.
3. Teacher aides are those persons who attract national educational attention.
4. Teacher aides are non-professional workers, however, their background training qualifies them to aid the classroom teacher tremendously.
5. Teacher aides are as effective in a community as they are in a classroom.
6. Some authorities disagree in categorizing all teacher aides as non-professional employees.
7. Teachers are well pleased with services rendered by teacher aides.
8. No teacher feels threatened when services are rendered by teacher aides.
9. Studies, reports and projects show that teacher aides are generally of positive benefit in the education enterprise.
10. Teachers who have teacher aides give more time to professional activities than those teachers who have no aides.
11. Individualized instruction itself can be more readily accomplished and a higher level of performance is revealed when the teacher has the services of the teacher aide.
12. The teacher aide is effective as a member of a team teaching situation.
13. English teachers cover more academic content when the teacher aides reduce the load of the classroom teacher in activities, such as, correcting papers, checking reports, and fixing the bulletin board.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Organization and Treatment of Data

The presentation and analysis of the data in Chapter II, stemming from the research problem on the Duties and Activities of Teacher Aides in the schools of Butts and Fayette Counties, Georgia, 1966-1967.

The major source(s) of the data collected was a specifically designed questionnaire, executed by the principals, teachers and teacher aides who were employed in the schools of Butts and Fayette Counties, 1966-1967, which was pointedly structured to identify the nature and frequency of performance of the varied duties and/or activities which teacher aides are called upon and/or expected to perform in the public schools. Therefore, the treatment and presentation and treatment of the data are organized around the major divisions of the information requested on the questionnaire, to wit: (a) the nature and frequency of performance of tasks of instruction; (b) classroom management; (c) the nature and frequency of performance of tasks of individual help to pupils; (d) the nature and frequency of performance of tasks of guidance and counseling; (e) the nature and frequency of performance of tasks pertaining to discipline; (f) the nature and frequency of performance of tasks of serving as parent substitute; (g) the nature and frequency of performance of tasks of reporting educational status of pupils; (h) the

nature and frequency of tasks of conferring with other school personnel; (i) the nature and frequency of performance of tasks within the extra-curricular activities program; (j) the nature and frequency of tasks pertaining to community relations; and (k) the nature and frequency of performance of tasks dealing with professional development.

The presentation and analysis of the data follow the sequence of data-categories outlined above in the remaining sections of this chapter.

Instructional Services Performed by Teacher Aides

The data on the instructional services performed by the one hundred teacher aides in the Butts and Fayette Counties Schools, 1966-1967 are presented in Table 1, page 17.

Instructional services rendered by teacher aides with assistance of the teachers.---The types of instructional services rendered by the teacher aides with the assistance of the teachers ranged from a low of 6 or 6 per cent for aides taking charge while relieving a teacher for a break during the school day, to a high of 38 or 38 per cent for aides teaching or offering guidance in basic skills.

The other types of instructional services rendered by the teacher aides with teacher assistance ranked as follows: 35 or 35 per cent for permitting aides to offer help to small or larger groups of pupils in the classrooms; 29 or 29 per cent for selecting materials and aids for use in instruction; 28 or 28 per cent for teaching dramatics or mathematics; 24 or 24 per cent for grouping pupils for instruction.

A summary of the data would appear to indicate that the chief instructional services rendered by the teacher aides with the help of

TABLE 1

DISTRIBUTION OF THE PERSONS (PERSONNEL) WITH WHOM THE TEACHER-AIDES PERFORM THEIR TASKS (IN INSTRUCTIONAL SERVICES RENDERED BY TEACHER AIDES WITH ASSISTANCE OF TEACHERS) IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, JACKSON, GEORGIA, 1966-1967

Question Items	With Teacher		Without Teacher	
	Number	Per Cent	Number	Per Cent
Guidance in basic skills	30	30	10	10
Help to small or large groups	35	35	25	25
Choosing materials	29	29	13	13
Teaching reading, dramatics, mathematics	28	28	8	8
Grouping for instructions	24	24	9	9
Suggestions in selecting procedures	23	23	3	3
Directing socio-drama, role play	23	23	3	3
Examining, selecting and assembling materials	22	22	4	4
Instruction during emergencies	22	22	6	6
Lesson plans	21	21	14	14
Planning curriculum	18	18	3	3
Teaching aides or services	16	16	3	3
Taking charge while relieving a teacher	6	6	13	13

the teachers were geared toward guidance in basic skills, offering help to pupils in dramatization and mathematics, and grouping pupils for instruction.

Instructional services rendered by teacher aides without the assistance of the teachers.--The types of instructional services rendered the teacher aides without the assistance of the teachers ranged from a low of 3 or 3 per cent for directing special programs, teaching art or science, assisting in planning the curricula, classroom organization and teaching supplies, and assisting in making arrangements to special trips for pupils, to a high of 25 or 25 per cent for assisting in supervising pupils entering and leaving school.

The other types of instructional services rendered by the teacher aides without teacher assistance ranked as follows: 14 or 14 per cent for permitting aides to make lesson plans, listen to reports review or supervise free reading and play for pupils; 13 or 13 per cent for taking charge while relieving a teacher, and offering help to small or large groups of pupils in the classroom; 10 or 10 per cent for offering guidance in basic skills to pupils.

A summary of the data would appear to indicate that the chief instructional services rendered by teacher aides without the help of the teachers include permitting aides to make lesson plans, listen to reports or supervise free reading and play, take charge while relieving a teacher, and offering help to small or large groups.

Frequency of the Performance of Instructional Services by the Teacher Aides

The data on the frequency of performance of the different types of

instructional services by the one hundred teacher aides of Butts and Fayette Counties are presented in Table 2, page 20.

Services generally performed.--The types of instructional services generally rendered by the teacher aides ranged from a low of zero per cent for directing socio-drama, role play to a high of 44 or 44 per cent for offering help to small or large groups of pupils in the classroom.

The other types of instructional services generally rendered by the aides ranked as follows: 21 or 21 per cent for teaching reading, dramatics, mathematics; 15 or 15 per cent for guidance in basic skills; 14 or 14 per cent for instruction during emergencies, and grouping for instructional purposes.

A summary of the data suggests that the main instructional services generally rendered by teacher aides include teaching or offering guidance in basic skills, making lesson plans, listening to reports reviewing or supervising free reading and play for pupils, teaching dramatics, mathematics, offering help to small or large groups of pupils, and choosing materials, aids for use in instruction.

Services occasionally performed.--The instructional services rendered occasionally by teacher aides ranged from a low of 5 or 5 per cent for teaching art or science to a high of 27 or 27 per cent for guidance in basic skills.

The other types of tasks rendered occasionally by the teacher aides were: guidance in basic skills, lesson plans, grouping for instructions, and helping to small or large groups.

Services seldom performed.--Table 2 indicates that the instructional services seldom rendered by teacher aides ranged from a low of 7 or 7

TABLE 2

DISTRIBUTION OF THE FREQUENCY WITH WHICH THE TEACHER-AIDES PERFORM THEIR TASKS (INSTRUCTIONAL SERVICES RENDERED BY AIDES WITH ASSISTANCE OF THE TEACHERS) IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, GEORGIA, 1966-1967

Question Items	Frequency of the Performance of Tasks							
	Generally		Occasionally		Seldom		Never	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Guidance in basic skills	15	15	27	27	10	10	31	31
Help to small or large groups	44	44	23	23	7	7	4	4
Choosing materials	7	7	19	19	16	16	41	41
Teaching reading, dramatics, mathematics	21	21	23	23	19	19	28	28
Grouping for instruction	14	14	10	10	7	7	53	53
Suggestions in selecting procedures	5	5	20	20	11	11	45	45
Directing socio-drama role play	0	0	12	12	12	12	60	60
Examining, selecting and assembling materials	3	3	10	10	7	7	63	63
Instruction during emergencies	14	14	19	19	8	8	33	33
Lesson plans	7	7	24	24	10	10	40	40
Planning curriculum	1	1	6	6	14	14	62	62
Teaching art or science	2	2	5	5	13	13	60	60
Taking charge while relieving a teacher	1	1	6	6	14	14	62	62

per cent for examining, selecting materials, grouping for instructions, and offering help to large groups to a high of 19 or 19 per cent for teaching reading, dramatics and mathematics.

The other types of instructional services seldom rendered by the aides ranked as follows: 16 or 16 per cent for choosing materials; 14 or 14 per cent for taking charge while relieving a teacher, planning the curriculum, and classroom organization; 13 or 13 per cent for teaching art or science; 12 or 12 per cent for directing socio-drama and role play.

A summary of the data suggests that the main instructional services which the teacher aides seldom rendered include reading, dramatics, mathematics, choosing materials for instruction, taking charge while relieving a teacher, planning the curriculum, classroom organization, and teaching art or science.

Services never performed.---The instructional services never rendered by teacher aides ranged from a low of 4 or 4 per cent for helping small or large groups of pupils to a high of 63 or 63 per cent for examining, selecting materials for science experiments.

The other types of instructional services never performed by teacher aides ranked as follows: 62 or 62 per cent for assisting in planning the curricula, and taking charge while relieving a teacher; 53 or 53 per cent for grouping for instruction; 41 or 41 per cent for selecting or choosing materials and aids for instruction; 45 or 45 per cent for suggestions in selecting procedures or methods of instruction.

A summary of the data suggests that the main instructional services

never rendered by the aides include examining, selecting materials for science experiments, assisting in planning the curricula, selecting and choosing material for instructions.

Classroom Management Tasks Performed by Teacher Aides

The data on the types of classroom management tasks performed by the one hundred teacher aides in their services in the schools of Butts and Fayette Counties are presented in Table 3, page 23.

With teachers.--The types of different classroom management services rendered by teacher aides in performing their tasks with the help of the teachers in the schools ranged from a low of 12 or 12 per cent for preparing school reports to a high of 41 or 41 per cent for aides recognizing the importance of their work.

The other types of classroom management services rendered by the aides ranked as follows: 29 or 29 per cent for assisting in making supplementary materials for instructional purposes; 28 or 28 per cent for planning or offering help in arranging the classroom and bulletin boards; 27 or 27 per cent for assisting in supervising safety activities for the pupils.

A summary of the data would appear to indicate that the chief classroom management services rendered by the teacher aides with the help of the teachers were directed towards preparing school reports, recognizing the importance of their work, assisting in making supplementary materials for instructional purposes, and planning or offering help in arranging the classroom bulletin boards.

Without teachers.--The types of different classroom management

TABLE 3

DISTRIBUTION OF THE PERSONS (PERSONNEL) WITH WHOM THE TEACHER-AIDES PERFORM THEIR TASKS (IN CLASSROOM MANAGEMENT TASKS PERFORMED BY TEACHER AIDES) IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, JACKSON, GEORGIA, 1966-1967

Question Items	With Teachers		Without Teachers	
	Number	Per Cent	Number	Per Cent
Recognition of importance of their work	41	41	21	21
Making supplementary materials	29	29	17	17
Arranging the classroom	28	28	11	11
Safety activities	27	27	11	11
Motor skills	25	25	12	12
Special trips for pupils	25	25	3	3
Registering pupils	20	20	8	8
Making inter-school communication effective	20	20	14	14
Teaching games or supervise physical education	20	20	14	14
Housekeeping in the classroom	20	20	12	12
Ordering school supplies	19	19	11	11
Duplicating materials	18	18	24	24
Operation of audio-visual equipment	17	17	20	20
Entering and leaving school	16	16	26	26
Placing planned work on board	14	14	8	8
Clerical tasks	12	12	12	12
Preparing school reports	12	12	12	12

services rendered by teacher aides in performing their tasks without the help of the teachers in the schools ranged from a low of 3 or 3 per cent for assisting in making arrangements for special trips for pupils to a high of 26 or 26 per cent for entering and leaving school.

The other types of classroom management services performed by the aides ranked as follows: 24 or 24 per cent for permitting the aides to duplicate work materials for pupils for instructional purposes, 21 or 21 per cent for recognizing the importance of their work; 20 or 20 per cent for operating audio-visual equipment.

A summary of the data would appear to indicate that the chief services rendered by teacher aides in performing their tasks without the help of the teachers included entering and leaving school, permitting the aides to duplicate work materials for pupils for instructional purposes, recognizing the importance of their work, and operating audio-visual equipment.

Frequency of the Performance of Classroom Management Tasks Performed by Teacher Aides

Table 4, page 25, shows how frequently the classroom management services were rendered by the one hundred teacher aides in schools of Butts and Fayette Counties.

Services generally performed.--The classroom management services rendered generally by teacher aides ranged from a low of 6 or 6 per cent for special trips for pupils to a high of 57 or 57 per cent for recognizing the importance of their work.

The other types of services rendered by the aides ranked as follows: 34 or 34 per cent for performing clerical tasks during the

TABLE 4

DISTRIBUTION OF THE FREQUENCY WITH WHICH THE TEACHER-AIDES PERFORM THEIR TASKS (CLASSROOM MANAGEMENT TASKS PERFORMED BY TEACHER AIDES) IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, GEORGIA, 1966-1967

Question Items	Frequency of the Performance of Tasks							
	Generally		Occasionally		Seldom		Never	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Recognition of importance of their work	57	57	14	14	5	5	5	5
Making supplementary materials	13	13	26	26	16	16	31	31
Arranging the classroom	14	14	34	34	15	15	28	28
Safety activities	28	28	21	21	15	15	21	21
Motor skills	16	16	21	21	10	10	34	34
Special trips for pupils	6	6	13	13	7	7	57	57
Registering pupils	10	10	12	12	7	7	50	50
Making inter-school communication effective	9	9	13	13	19	19	37	37
Teaching games or supervise physical education	17	17	18	18	8	8	39	39
Housekeeping in the classroom	21	21	23	23	12	12	29	29
Ordering school supplies	8	8	19	19	8	8	59	59
Duplicating materials	30	30	19	19	8	8	28	28
Operating audio-visual equipment	14	14	29	29	14	14	27	27
Entering and leaving school	21	21	26	26	5	5	33	33
Placing planned work on board	10	10	15	15	13	13	50	50
Clerical tasks	34	34	14	14	8	8	32	32
Preparing school reports	18	18	22	22	11	11	42	42

school day; 30 or 34 per cent for duplicating materials; 28 or 28 per cent for assisting in supervising safety activities for the pupils.

A summary of the data would appear to indicate that the main classroom management services that teacher aides generally rendered included recognizing the importance of their work, performing clerical tasks during the school day, duplicating materials, and assisting in supervising safety activities.

Services occasionally performed.---Classroom management services occasionally performed by teacher aides ranged from a low of 12 or 12 per cent for registering pupils to a high of 34 or 34 per cent for arranging the classroom.

The other types of classroom management occasionally rendered by teacher aides ranked as follows: 29 or 29 per cent for operating audio-visual equipment; 26 or 26 per cent for entering and leaving school, making supplementary materials, 22 or 22 per cent for preparing school reports.

A summary of the data suggests that the main classroom management services occasionally rendered by teacher aides included: arranging the classrooms, operating audio-visual equipment, entering and leaving school, making supplementary materials, and preparing school reports.

Services seldom performed.---The classroom management services never rendered by teacher aides ranged from a low of 5 or 5 per cent for entering and leaving school, and recognizing the importance of their work, to a high of 19 or 19 per cent for making inter-school communication effective.

The other types of classroom management services seldom rendered

by the teacher ranked as follows: 16 or 16 per cent for making supplementary materials; 15 or 15 per cent for safety activities and arranging the classroom; 14 or 14 per cent for operating audio-visual equipment.

A summary of data suggests that the main classroom management services which the teacher aides seldom rendered included: supervising pupils entering and leaving school, recognizing the importance of their work, making inter-school communication effective, supplementary materials, safety activities, and operating audio-visual equipment.

Services never performed.--The classroom management services never rendered by teacher aides ranged from a low of 5 or 5 per cent for recognizing the importance of their work to a high of 59 or 59 per cent for ordering school supplies.

The other types of classroom management services never performed by teacher aides ranked as follows: 57 or 57 per cent for making arrangements for special trips for pupils,; 50 or 50 per cent for registering pupils, placing planned work on the bulletin board.

A summary of the data suggests that the main classroom management services never performed by the teacher aides were recognizing the importance of their work, ordering school supplies, arranging special trips for pupils, registering pupils and placing planned work on the bulletin board.

Individual Help Services to Pupils

The data on the tasks in Individual Help performed by the one hundred teacher aides in the schools of Butts and Fayette Counties are

TABLE 5

DISTRIBUTION OF THE PERSONS (PERSONNEL) WITH WHOM THE
TEACHER-AIDES PERFORM THEIR TASKS (IN INDIVIDUAL
SERVICES TO PUPILS) IN THE SCHOOLS OF BUTTS
AND FAYETTE COUNTIES, JACKSON, GEORGIA,
1966-1967

Question Items	With Teachers		Without Teachers	
	Number	Per Cent	Number	Per Cent
Special help	22	22	5	5
Special projects	17	17	15	15
Make up work	15	15	15	15
Aiding pupils with minor injuries	15	15	10	10
Keeping anecdotal records for pupils	14	14	12	12
Visual and auditory examination of pupils	14	14	13	13
Checking for obvious symptoms of childhood diseases	7	7	15	15

presented in Table 5.

With teachers.---The tasks of individual help undertaken by teacher aides with the teacher ranged from a low of 7 or 7 per cent for checking for obvious symptoms of childhood diseases to a high of 22 or 22 per cent for providing help for typical pupils in academic drills and/or

play activities.

The other types of individual help undertaken by teacher aides with the teachers ranked as follows: 17 or 17 per cent for assisting in helping pupils in executing certain duties or performing special projects; 15 or 15 per cent for assisting pupils in make-up work in class or after school, and assisting with visual and auditory and/or physical examination of pupils; and 14 or 14 per cent for keeping anecdotal records for pupils.

A summary of the data would appear to indicate that the chief individual help services rendered by the teacher aides with the help of the teacher were geared toward providing help for typical pupils in academic drills and play activities. They also assisted in helping pupils execute certain duties on special projects, and assisting pupils in make-up work in class after school.

Without teachers.--The tasks of individual help performed by teacher aides without the teacher ranged from a low of 5 or 5 per cent for providing special help for typical pupils in academic drills and/or play activities to a high of 15 or 15 per cent for helping pupils in executing certain duties or performing special projects, aiding pupils with minor injuries or illness, and checking pupils daily for obvious symptoms of childhood diseases.

A summary of these data would appear to indicate that the chief tasks of individual help performed by the teacher aides without the help of the teacher were helping pupils in executing certain duties or performing special projects and aiding pupils with minor injuries or illness.

Frequency of the Performance of Individual Help Services
to Pupils Performed by Teacher Aides

Table 6, page 31, shows how frequently the services in individual help to pupils were performed by the teacher aides in the schools of Butts and Fayette Counties.

Services generally performed.--The services of individual help generally rendered by teacher aides ranged from a low of 5 or 5 per cent for keeping anecdotal records to a high of 19 or 19 per cent for helping pupils in executing certain duties or performing special projects.

The other types of individual help services generally performed by teacher aides ranked as follows: 16 or 16 per cent for providing special help for typical pupils in academic drills and play activities, 15 or 15 per cent for aiding pupils with minor injuries or illness; 10 or 10 per cent for assisting pupils in make-up work in class or after school.

A summary of the data suggests that the main individual help services generally rendered by teacher aides include: providing special help for typical pupils in academic drills and play activities. Aiding pupils with minor injuries and make-up work in class after school.

Services occasionally performed.--The individual help services rendered occasionally by teacher aides ranged from a low of 8 or 8 per cent for assisting with visual auditory and physical examinations to a high of 27 or 27 per cent for assisting pupils in make-up work in class or after school.

TABLE 6

DISTRIBUTION OF THE FREQUENCY WITH WHICH THE TEACHER-AIDES PERFORM THEIR TASKS (INDIVIDUAL HELP TO PUPILS)
IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, GEORGIA, 1966-1967

Question Items	Frequency of the Performance of Tasks							
	Generally		Occasionally		Seldom		Never	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Special help	16	16	14	14	10	10	32	32
Special project	19	19	22	22	15	15	22	22
Make up work	10	10	27	27	13	13	41	41
Aiding pupils with minor injuries	15	15	14	14	13	13	29	29
Keeping anecdotal records for pupils	5	5	20	20	9	9	65	65
Visual and auditory examination of pupils	8	8	8	8	14	14	48	48
Checking for obvious symptoms of childhood	7	7	20	20	8	8	57	57

The other types of individual help services occasionally performed by teacher aides ranked as follows: 22 or 22 per cent for helping pupils in executing certain duties; 20 or 20 per cent for checking pupils daily for obvious symptoms of childhood diseases, and keeping anecdotal records for pupils; and 14 or 14 per cent for aiding with minor injuries or illness.

A summary of the data shows that the main individual help to pupils services rendered occasionally by teacher aides include: assisting pupils in make-up work, visual auditory helping pupils in executing certain duties and checking daily for obvious symptoms of childhood diseases, aiding with minor injuries or illness.

Services seldom performed.---The individual help services seldom rendered by teacher aides ranged from a low of 8 or 8 per cent for checking pupils daily for obvious symptoms of childhood diseases to a high of 15 or 15 per cent for helping pupils in executing certain duties or performing certain duties or performing certain projects.

The other types of individual help tasks performed seldom by aides ranked as follows: 14 or 14 per cent for assisting with visual, auditory and physical examinations; 13 or 13 per cent for aiding pupils with minor injuries or illness and assisting pupils in make-up work in class or after school.

A summary of the data would appear to indicate that the main individual help services rendered by teacher aides seldom include: helping pupils in executing certain duties or performing certain projects; assisting with visual, auditory and physical examination; aiding pupils with minor injuries.

Services never performed.---The individual help to pupils services never rendered by teacher aides ranged from a low of 22 or 22 per cent for helping pupils in executing certain duties or performing special projects to a high of 65 or 65 per cent for keeping anecdotal records.

The other types of individual help services never rendered by teacher aides ranked as follows: 57 or 57 per cent for checking pupils daily for obvious symptoms of childhood diseases; 48 or 48 per cent for assisting with visual, auditory and physical examinations, and 41 or 41 per cent for assisting pupils in make-up work in class.

A summary of these data would appear to indicate that the chief individual help tasks never performed by teacher aides were: aides keeping anecdotal records for pupils, and checking pupils daily for obvious symptoms of childhood diseases.

Counseling and Guidance Services Rendered

The data on the tasks in counseling and guidance performed by the one hundred teacher aides in the schools of Butts and Fayette Counties are presented in Table 7, page 34.

With teachers.---The tasks of counseling and guidance undertaken by teacher aides with the teachers ranged from a low of 8 or 8 per cent for scheduling conferences with the pupils to a high of 24 or 24 per cent for offering help to the slow pupils and/or the accelerated pupils.

The other types of counseling and guidance tasks performed by the aides ranked as follows: 16 or 16 per cent for assisting pupils with their personal problems; 14 or 14 per cent for developing good

TABLE 7

DISTRIBUTION OF THE PERSONS (PERSONNEL) WITH WHOM THE TEACHER-AIDES PERFORM THEIR TASKS (IN COUNSELING AND GUIDANCE SERVICES RENDERED) IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, JACKSON, GEORGIA, 1966-1967

	With Teachers		Without Teachers	
	Number	Per Cent	Number	Per Cent
Offer help to the slow pupils or accelerated	24	24	15	15
Assist pupils with their personal problems	16	16	15	15
Developing good sportsmanship	14	14	16	16
Assist in reassuring the handicapped	12	12	13	13
Counseling pupils regarding their health	11	11	14	14
Schedule conferences with pupils	8	8	12	12

sportsmanship; and 12 or 12 per cent for assisting in reassuring the handicapped pupils.

A summary of the data shows that the main services rendered by teacher aides with the help of the teacher include: scheduling conferences with pupils, offering help to the slow or the accelerated

pupils, and assisting pupils with their personal problems.

Without teachers.---The tasks of counseling and guidance performed by teacher aides without the teacher ranged from a low of 12 or 12 per cent for scheduling conferences with pupils to a high of 16 or 16 per cent for developing good sportsmanship.

The other types of guidance services performed by the aides ranked as follows: 15 or 15 per cent for offering help to slow pupils or the accelerated pupils, and assisting pupils with their personal problems; 14 or 14 per cent for counseling pupils regarding their health; and 13 or 13 per cent for assisting and reassuring the handicapped pupils.

A summary of these data would appear to indicate that the chief tasks in counseling and guidance performed by the teacher aides without the help of the teacher were: developing good sportsmanship, offering help to slow or accelerated pupils, and counseling pupils regarding their personal problems.

Frequency of the Performance of Counseling and Guidance Tasks Performed by Teacher Aides

Table 8, page 36, shows how frequently the services in counseling and guidance were rendered by the teacher aides in the schools of Butts and Fayette Counties.

Services generally performed.---The counseling and guidance services rendered generally ranged from a low of 6 or 6 per cent for scheduling conferences with pupils to a high of 43 or 43 per cent for offering help to the slow or accelerated pupils.

The other guidance services performed by the aides ranked as

TABLE 8

DISTRIBUTION OF THE FREQUENCY WITH WHICH THE TEACHER-AIDES PERFORM THEIR TASKS (COUNSELING AND GUIDANCE SERVICES RENDERED) IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, GEORGIA, 1966-1967

Question Items	Frequency of the Performance of Tasks							
	Generally		Occasionally		Seldom		Never	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Offer help to the slow pupils or accelerated	43	43	23	23	9	9	6	6
Assist pupils with their personal problems	15	15	27	27	16	16	17	17
Developing good sportsmanship	24	24	19	19	12	12	17	17
Assist in reassuring the handicapped	12	12	6	6	11	11	25	25
Counseling pupils regarding their health	7	7	8	8	20	20	40	40
Schedule conferences with pupils	6	6	31	31	13	13	58	58

follows: 24 or 24 per cent for developing good sportsmanship; 15 or 15 per cent for assisting pupils; and 12 or 12 per cent for assisting in reassuring the handicapped.

A summary of the data appears to suggest that the main tasks in counseling and guidance performed generally by the teacher aides were offering help to the slow or accelerated pupils, developing good sportsmanship, and assisting in reassuring the handicapped.

Services occasionally performed.--The services in guidance which the teacher aides occasionally rendered ranged from a low of 6 or 6 per cent for assisting in reassuring the handicapped pupils to a high of 31 or 31 per cent for scheduling conferences with pupils.

The other types of counseling and guidance services occasionally rendered by the aides ranked as follows: 27 or 27 per cent for assisting pupils with their personal problems; 23 or 23 per cent for offering help to the slow or accelerated pupils; and 19 or 19 per cent for developing good sportsmanship.

A summary of the data would appear to indicate that the main services in counseling and guidance rendered occasionally by the teacher aides were scheduling conferences with pupils, assisting pupils with their personal problems, and offering help to the slow or accelerated pupils.

Services seldom performed.--The guidance services the teacher aides seldom rendered ranged from a low of 9 or 9 per cent for offering help to the slow or accelerated pupils to a high of 20 or 20 per cent for counseling pupils regarding their health.

The other guidance services seldom performed by the aides ranked as

follows: 16 or 16 per cent for assisting pupils with their personal problems; 13 or 13 per cent for scheduling conferences with pupils; and 12 or 12 per cent for developing good sportsmanship.

A summary of the data shows that the main guidance services seldom rendered by teacher aides were: counseling pupils regarding their health, and assisting pupils with their personal problems.

Services never performed.---The counseling and guidance services never rendered by the teacher aides ranged from a low of 6 or 6 per cent for offering help to the slow or accelerated pupils to a high of 58 or 58 per cent for scheduling conferences with pupils.

The other services never rendered by the aides ranked as follows: 40 or 40 per cent for counseling pupils regarding their health; 25 or 25 per cent for assisting in reassuring the handicapped pupils; and 17 or 17 per cent for assisting pupils with their personal problems and developing good sportsmanship.

A summary of this data would appear to indicate that the tasks in guidance and counseling which the teacher aides never rendered were: offering help to the slow or accelerated pupils, scheduling conferences with pupils, counseling pupils regarding their health, and assisting in reassuring the handicapped pupils.

Discipline Tasks in Relation to Pupils

The data on the tasks in discipline performed by teacher aides in the schools of Butts and Fayette Counties are presented in Table 9, page 39.

With teachers.---The tasks of discipline services rendered with

TABLE 9

DISTRIBUTION OF THE PERSONS (PERSONNEL) WITH WHOM THE TEACHER-AIDES PERFORM THEIR TASKS (IN DISCIPLINE TASKS IN RELATION TO PUPILS) IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES
JACKSON, GEORGIA, 1966-1967

Question Items	With Teachers		Without Teachers	
	Number	Per Cent	Number	Per Cent
Attending special programs (concerts, ballets, plays)	22	22	9	9
Conferring with the principal and other teachers	22	22	10	10
Making referrals for disciplinary action	18	18	12	12
Teaching self-control	18	18	14	14
Counseling large and small groups	17	17	19	19
Show love, acceptance or empathy	15	15	15	15
Make rules or isolate unruly children	14	14	16	16
Supervise pupils outside the classroom	14	14	14	14
Sponsor or lead groups in building character	13	13	12	12
Explain school policies to pupils	7	7	12	12
Participate in parent-teacher pupil conferences	7	7	8	8
Take charge of the pupils when the teacher is out of the room	4	4	21	21

the teachers by teacher aides ranged from a low of 4 or 4 per cent for taking charge of the pupils when the teacher was out of the room, participating in parent-teacher pupil to a high of 22 or 22 per cent for attending special programs, concerts, ballets, plays, and conferring with the principal and other teachers.

The other types of discipline tasks rendered by the aides and teachers ranked as follows: 18 or 18 per cent for making referrals for disciplinary action and teaching self-control, 17 or 17 per cent for counseling large and small groups.

A summary of the data would appear to indicate that the tasks of discipline performed by teacher aides along with the teachers include: attending special programs, concerts, ballets, plays, conferring with the principal, and other teachers. Only 18 per cent make referrals for disciplinary action.

Without teachers.--The tasks of discipline services performed by teacher aides without the teachers ranged from a low of 8 or 8 per cent for participating in parent-teacher pupil conferences to a high of 19 or 19 per cent for counseling small or large groups.

The other types of discipline tasks rendered by teacher aides without teacher assistance ranked as follows: 16 or 16 per cent for making rules or isolating unruly children; 15 or 15 per cent for showing love, acceptance or empathy; 14 or 14 per cent for supervising pupils outside the classroom.

A summary of the data would appear to indicate that the chief tasks in discipline undertaken by the teacher aides without the help of the teacher were: counseling small or large groups, making rules or

isolating unruly children, showing love, and supervising pupils outside the classroom.

Frequency of the Performance of Discipline Tasks in
Relation to Pupils Performed by Teacher Aides

Table 10, page 42, shows how frequently the services of discipline were rendered by the teacher aides in schools of Butts and Fayette Counties.

Services generally performed.--The services of discipline rendered generally by teacher aides ranged from a low of 1 or 1 per cent for explaining school policies to pupils and parents to a high of 50 or 50 per cent for showing love, acceptance or empathy for disruptive pupils.

The other types of discipline services generally rendered by the aides ranked as follows: 33 or 33 per cent for supervising pupils outside the classroom, 25 or 25 per cent for attending special programs, e.g., concerts, ballets, and plays. Eighteen or 18 per cent for teaching self-control or self-discipline to pupils.

A summary of the data would appear to indicate that the chief tasks of discipline rendered generally by teacher aides include: explaining school policies to pupils and parents, showing love, acceptance or empathy for disruptive pupils, and supervising pupils outside the classroom.

Services occasionally performed.--The discipline services rendered occasionally by teacher aides ranged from a low of 11 or 11 per cent for supervising pupils outside the classroom, e.g., cafeteria, playground, hall, bus loading to a high of 31 or 31 per cent for teaching self-control and self-discipline.

TABLE 10

DISTRIBUTION OF THE FREQUENCY WITH WHICH THE TEACHER-AIDES PERFORM 1
IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES

Question Items	Generally		Frequency Occasional	
	Number	Per Cent	Number	Per Cent
Attending special programs, concerts, ballets, plays	25	25	18	18
Conferring with the principal and other teachers	16	16	17	17
Making referrals for disciplinary action	12	12	24	24
Teaching self-control	18	18	31	31
Counseling large and small groups	16	16	17	17
Show love, acceptance or empathy	50	50	22	22
Make rules or isolate unruly children	8	8	18	18
Supervise pupils outside the classroom	33	33	11	11
Sponsor or lead groups in building character	7	7	23	23
Explain school policies to pupils	1	1	14	14
Participate in parent-teacher pupil conferences	6	6	28	28
Take charge of the pupils when the teacher is out of the room	41	41	25	25

(DISCIPLINE IN RELATION TO PUPILS)
1966-1967

Performance of Tasks			
Seldom		Never	
Number	Per Cent	Number	Per Cent
12	12	24	24
19	19	16	16
16	16	34	34
12	12	21	21
2	2	33	33
6	6	6	6
20	20	38	38
7	7	21	21
16	16	31	31
16	16	50	50
18	18	51	51
10	10	19	19

The other types discipline services occasionally performed by teacher aides ranked as follows: 28 or 28 per cent for participating in parent-teacher pupil conferences; 25 or 25 per cent for taking charge of the pupils when the teacher is out of the room; and 24 or 24 per cent for making referrals for disciplinary action.

A summary of the data would appear to indicate that the chief tasks of discipline rendered occasionally by teacher aides were: teaching self-control and self-discipline, participating in parent-teacher pupil conferences, and taking charge of the pupils when the teacher is out of the room.

Services seldom performed.--The discipline services seldom rendered by the teacher aides ranged from a low of 2 or 2 per cent for counseling large or small groups to a high of 20 or 20 per cent for making ruler or isolating unruly children when offering individual help.

The other types of discipline services seldom rendered by the teacher aides ranked as follows: 19 or 19 per cent for conferring with the principal and other teachers; 18 or 18 per cent for participating in parent-teacher pupil conferences; and 16 or 16 per cent for making referrals for discipline.

A summary of the data would appear that the chief tasks of discipline rendered seldom by teacher aides include: making rules or isolating unruly children when offering individual help, conferring with the principal and other teachers, participating in parent-teacher pupils conferences, and making referrals for discipline.

Services never performed.--The discipline services never rendered

by the teacher aides ranged from a low of 6 or 6 per cent for showing love, acceptance or empathy for disruptive pupils to a high of 51 or 51 per cent for participating in parent-teacher pupil conferences.

The other types of discipline services never performed by teacher aides ranked as follows: 50 or 50 per cent for explaining school policies to pupils; 38 or 38 per cent for making rules or isolating unruly children when offering individual help; and 33 or 33 per cent for counseling large and small groups of children.

A summary of the data would suggest that the chief tasks of discipline rendered by teacher aides were: participating in parent-teacher pupil conferences, explaining school policies to pupils, making rules and isolating unruly children when offering individual help.

Parent Substitute Services of Aides

The data on the types of parent-substitute services performed by teacher aides in the schools of Butts and Fayette Counties are presented in Table 11, page 45.

With teacher.--The types of different parent-substitute services rendered with the teachers by teacher aides in the schools ranged from a low of 7 or 7 per cent for mending or sewing ripped clothing for pupils to a high of 24 or 24 per cent for identifying unhappy pupils and manifesting a genuine interest when working with pupils.

The other types of parental-substitute services rendered by the aides with the help of teachers ranked as follows: 22 or 22 per cent for expressing admiration when pupils achieve; 17 or 17 per cent for assisting in learning to assume individual and group responsibility,

TABLE 11

DISTRIBUTION OF THE PERSONS (PERSONNEL) WITH WHOM THE TEACHER-AIDES PERFORM THEIR TASKS (IN PARENT SUBSTITUTE SERVICES OF AIDES) IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, JACKSON, GEORGIA, 1966-1967

Question Items	With Teachers		Without Teachers	
	Number	Per Cent	Number	Per Cent
Manifest a genuine interest when working with pupils	24	24	13	13
Identify unhappy pupils	24	24	13	13
Express admiration when pupils achieve	22	22	10	10
Assist in learning to assume individual group responsibility	17	17	11	11
Give close scrutiny to pupils when approached	17	17	13	13
Display excellent work of pupils	15	15	13	13
Show disapproval	12	12	11	11
Assist younger pupils in locating misplaced personal belongings	12	12	17	17
Give first aid to pupils	10	10	12	12
Express likes or dislikes for pupils	8	8	11	11
Mend or sew ripped clothing for pupils	7	7	15	15

giving close scrutiny to pupils when approached; 15 or 15 per cent for displaying excellent work of pupils as often as possible; 12 or 12 per cent for assisting younger pupils in locating misplaced personal belongings and 10 or 10 per cent for giving first aid to pupils.

A summary of the data would appear to indicate that the chief parental-substitute services rendered by the teacher aides with the help of the teacher were geared towards identifying unhappy pupils, manifesting a genuine interest when working with pupils, expressing admiration when pupils achieve, assuming individual and group responsibility.

Without teachers.---The types of different parental-substitute services rendered without the teacher by the teacher aides in the schools ranged from a low of 10 or 10 per cent for expressing admiration when pupils achieve to a high of 17 or 17 per cent for assisting younger pupils in locating misplaced personal belongings.

The other types of parental-substitute services performed by the aides without the teacher ranked as follows: 15 or 15 per cent for mending or sewing ripped clothing for pupils; 13 or 13 per cent for displaying excellent work of pupils, giving close scrutiny to pupils when approached, identifying unhappy pupils, and manifesting a genuine interest when working with pupils; 12 or 12 per cent for giving first aid to pupils; 11 or 11 per cent for expressing likes or dislikes for pupils, disapproval when pupils fail and assisting learning to assume individual group responsibility.

A summary of the data would appear to suggest that the main parental-substitute tasks rendered by the teacher aides without the

help of the teachers included: assisting younger pupils in locating misplaced personal belongings, mending or sewing ripped clothing for pupils, and displaying excellent work of the pupils.

Frequency of the Performance of Parent-Substitute Services
or Tasks Performed by Teacher Aides

Table 12, page 48, shows how frequently the tasks of parent-substitute were rendered by the teacher aides in the schools of Butts and Fayette Counties.

Services generally performed.---The parent-substitute tasks rendered generally by the teacher aides ranged from a low of 10 or 10 per cent for mending or sewing ripped clothing and expressing likes or dislikes for pupils to a high of 63 or 63 per cent for manifesting a genuine interest when working with pupils.

The other types of parental-substitute tasks of generally rendered by the teacher aides ranked as follows: 41 or 41 per cent for expressing admiration when pupils achieve; 39 or 39 per cent for assisting younger pupils in locating misplaced personal belongings; identifying unhappy pupils; 30 or 30 per cent for assisting in learning to assume individual group responsibility; 24 or 24 per cent for giving close scrutiny to pupils when approached.

A summary of the data would appear to suggest that the main parent-substitute tasks performed generally by teacher aides included: manifesting a genuine interest when working with pupils, expressing admiration when pupils achieve, and identifying unhappy pupils and assisting younger pupils in locating misplaced personal belongings.

Services occasionally performed.---The parent-substitute services

TABLE 12

DISTRIBUTION OF THE FREQUENCY WITH WHICH THE TEACHER-AIDES PERFORM THEIR TASKS (PARENT SUBSTITUTE SERVICES OF AIDES)
IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, GEORGIA, 1966-1967

Question Items	Frequency of the Performance of Tasks							
	Generally		Occasionally		Seldom		Never	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Manifest a genuine interest when working with pupils	63	63	16	16	6	6	2	2
Identify unhappy pupils	39	39	29	29	11	11	6	6
Express admiration when pupils achieve	41	41	26	26	7	7	7	7
Assist in learning to assume individual group responsibility	30	30	29	29	16	16	8	8
Give close scrutiny to pupils when approached	24	24	21	21	20	20	16	16
Display excellent work of pupils	22	22	33	33	15	15	9	9
Shows disapproval	14	14	24	24	17	17	25	25
Assist younger pupils in locating misplaced personal belongings	39	39	23	23	8	8	16	16
Give first aid to pupils	15	15	15	15	17	17	34	34
Express likes or dislikes for pupils	10	10	14	14	12	12	45	45
Mend or sew ripped clothing for pupils	10	10	17	17	16	16	39	39

rendered occasionally by the teacher aides ranged from a low of 14 or 14 per cent for expressing likes or dislikes for pupils to a high of 33 or 33 per cent for displaying excellent work of pupils.

The other types of parent-substitute services rendered occasionally by the aides ranked as follows: 29 or 29 per cent for assisting in learning to assume individual group responsibility and identifying unhappy pupils; 26 or 26 per cent for expressing admiration when pupils achieve; 24 or 24 per cent for showing disapproval; 23 or 23 per cent for assisting younger pupils in locating misplaced personal belongings.

A summary of the data suggests that the main parent-substitute tasks rendered occasionally by teacher aides included: displaying excellent work of pupils, assisting in learning to assume individual group responsibility, identifying unhappy pupils and expressing admiration when pupils achieve.

Services seldom performed.--The parental-substitute services seldom rendered by aides ranged from a low of 6 or 6 per cent for manifesting a genuine interest when working with pupils to a high of 20 or 20 per cent for giving close scrutiny to pupils when approached.

The other types of parental-substitute services seldom rendered by the aides ranked as follows: 17 or 17 per cent for giving first aid to pupils and showing disapproval when pupils fail; 16 or 16 per cent for assisting in learning to assume individual group responsibility and mending or sewing ripped clothing for pupils; 15 or 15 per cent for displaying excellent work of pupils.

A summary of the data suggests that the main services of parent-substitute seldom performed by teacher aides included: giving close

scrutiny to pupils when approached, giving first aid, showing disapproval, and assisting in learning to assume individual group responsibility.

Services never performed.---The parent-substitute tasks rendered never performed by teacher aides ranged from a low of 2 or 2 per cent for manifesting a genuine interest when working with pupils to a high of 45 or 45 per cent for expressing personal likes or dislikes for pupils' personal appearance.

The other types of parent-substitute tasks never rendered by the teacher aides ranked as follows: 39 or 39 per cent for mending or sewing ripped clothing for pupils; 34 or 34 per cent for giving first aid to pupils; 25 or 25 per cent for displaying excellent work of pupils as often as possible.

A summary of the data would appear to suggest that the main parent-substitute services never rendered by teacher aides included: expressing personal like or dislikes for pupils, personal appearance for mending or sewing ripped clothes for pupils, giving first aid, and displaying excellent work of pupils as often as possible.

Reporting Education Status of Pupils

The data on how frequently the tasks of reporting the education status of pupils were performed by the teacher aides in the schools of Butts and Fayette Counties are presented in Table 13, page 51.

With teacher.---The tasks of reporting the different education status of pupils as performed by teacher aides with the help of the teacher in the schools ranged from a low of 9 or 9 per cent for

TABLE 13

DISTRIBUTION OF THE FREQUENCY WITH WHICH THE TEACHER-AIDES
PERFORM THEIR TASKS (REPORTING EDUCATION STATUS OF
PUPILS) IN THE SCHOOLS OF BUTTS AND FAYETTE
COUNTIES, JACKSON, GEORGIA,
1966-1967

Question Items	With Teachers		Without Teachers	
	Number	Per Cent	Number	Per Cent
Extending themselves to pupils and parents in home visitations	18	18	10	10
Participate in Parent-Teacher-Association functions	14	14	7	7
Extend invitations to parents to attend programs exhibits	13	13	8	8
Solicit parents' or guardians cooperation	10	10	10	10
Relate the instructional program to parents	10	10	11	11
Reporting the progress as well as failures	10	10	10	10
Discuss pupils' attitudes, study habits, etc.	9	9	10	10

discussing pupils' attitudes, study habits, health, and attendance to a high of 18 or 18 per cent for extending themselves to pupils and parents in home visitations.

The other types of tasks involved in reporting education status of pupils which were performed by the aides ranked as follows: 14 or 14 per

cent for participating in Parent-Teacher Association functions; 13 or 13 per cent for extending invitations to parents to attend program exhibits; 10 or 10 per cent for reporting the progress as well as failures, relating instructional program to parents and soliciting parents' or guardians' cooperation.

A summary of the data would appear to indicate that the chief tasks of reporting education status of pupils as rendered by the teacher aides with the help of the teacher were geared towards extending themselves to pupils and parents in home visitation participating in Parent-Teacher Association functions, relating the instructional program to parents, reporting the progress as well as failures, and soliciting parents' or guardians' cooperation.

Without teachers.--The types of tasks of reporting the education status of pupils which were performed by teacher aides without the help of the teacher ranked from a low of 7 or 7 per cent for participating in Parent-Teacher Association functions to a high of 11 or 11 per cent for relating the instructional program to parents.

The other types of tasks of reporting education status of pupils which were performed by the teacher aides ranked as follows: 10 or 10 per cent for reporting the progress as well as failures, relating the instructional program to parents, soliciting parents' or guardians' cooperation, and extending themselves to pupils and parents in home visitations.

A summary of the data would appear that the chief tasks of reporting education status of pupils which are performed by the teacher aides without the help of the teachers were: relating the instructional

program to parents, reporting the progress as well as failures, relating the instructional program to parents, soliciting parents' or guardians' cooperation.

Frequency of the Performance of Reporting Education
Status of Pupils Tasks Performed by Teacher Aides

Table 14, page 54, shows how frequently the tasks of reporting the education status of pupils are performed by teacher aides were rendered in the schools in Butts and Fayette Counties.

Services generally performed.--The tasks of reporting the education status of pupils rendered generally by teacher aides ranked from a low of 2 or 2 per cent for relating the instructional program to parents, and extending themselves to pupils and parents in home visits to a high of 13 or 13 per cent for participating in Parent-Teacher Association functions.

The other types of tasks of reporting the education status of pupils which are generally rendered by the teacher aides ranked as follows: 11 or 11 per cent for extending invitations to parents to attend program exhibits; 7 or 7 per cent for discussing pupils' attitudes, study habits, and soliciting parents' or guardians' cooperation.

A summary of the data would appear to suggest that the main tasks of reporting the education status of pupils generally rendered by the teacher aides were: participating in Parent-Teacher Association functions, extending invitations to parents to attend program exhibits, and discussing pupils' attitudes, study habits, and soliciting parents' or guardians' cooperation.

TABLE 14

DISTRIBUTION OF THE FREQUENCY WITH WHICH THE TEACHER-AIDES PERFORM THEIR TASKS (REPORTING EDUCATION STATUS OF PUPILS)
IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, GEORGIA, 1966-1967

Question Items	Frequency of the Performance of Tasks							
	Generally		Occasionally		Seldom		Never	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Extending themselves to pupils and parents in home visitations	2	2	7	7	7	7	67	67
Participate in Parent-Teacher-Association functions	13	13	24	24	13	13	32	32
Extend invitations to parents to attend programs exhibit	11	11	11	11	8	8	53	53
Solicit parents' or guardians cooperation	7	7	6	6	12	12	58	58
Relate the instructional program to parents	2	2	12	12	6	6	65	65
Reporting the progress as well as failures	3	3	10	10	7	7	64	64
Discuss pupils' attitudes, study habits, etc.	7	7	6	6	12	12	58	58

Services occasionally performed.--The tasks of reporting education status of pupils occasionally rendered by the teacher aides ranked from a low of 6 or 6 per cent for discussing pupils' attitudes, study habits, and soliciting parents' or guardians' cooperation, to a high of 24 or 24 per cent for participating in Parent-Teacher Association functions.

The other types of tasks of reporting education status of pupils which are occasionally performed by the teacher aides ranked as follows: 12 or 12 per cent for relating the instructional program to parents; 11 or 11 per cent for extending invitations to parents to attend program exhibits; 10 or 10 per cent for reporting the progress as well as failures.

A summary of the data shows that the main tasks of reporting the education status of pupils which are rendered by the teacher aides were: discussing pupils' attitudes, study habits, and soliciting parents' or guardians' cooperation, participating in Parent-Teacher Association functions. Also, relating the instructional program to parents.

Services seldom performed.--The tasks of reporting the education status of pupils which the teacher aides rendered seldom ranged from a low of 6 or 6 per cent for relating the instructional program to parents to a high of 13 or 13 per cent for participating in Parent-Teacher Association functions.

The other types of the tasks of reporting the educational status of pupils which the teacher aides seldom performed ranked as follows: 12 or 12 per cent for soliciting parents' or guardians' cooperation; and discussing pupils' attitudes and study habits.

A summary of the data suggests that the main tasks of reporting the educational status of pupils which the teacher aides seldom

performed included: participating in Parent-Teacher Association functions, soliciting parents' or guardians' cooperation, and discussing pupils' attitudes and study habits.

Services never performed.--The tasks of reporting the education status of pupils which the teacher aides never rendered ranged from a low of 32 or 32 per cent for participating in Parent-Teacher Association functions to a high of 67 or 67 per cent for extending themselves to pupils and parents in home visitations.

The other types of tasks of reporting the educational status of pupils which the teacher aides never performed ranked as follows: 65 or 65 per cent for relating the instructional program to parents; 64 or 64 per cent for reporting the progress as well as failures; 58 or 58 per cent for discussing pupils' attitudes, study habits, and soliciting parents' or guardians' cooperation.

A summary of the data would appear to indicate that the chief tasks in reporting the educational status of pupils which the teacher aides never rendered were: extending themselves to pupils and parents in home visitations, relating the instructional program to parents, reporting the progress as well as failures, discussing pupils' attitudes, study habits, and soliciting parents' or guardians' cooperation.

Conferring with Other School Personnel

The data on the types of tasks performed by teacher aides in conferring with other school personnel in the schools of Butts and Fayette Counties are presented in Table 15, page 57.

With teachers.--The types of tasks performed by teacher aides

TABLE 15

DISTRIBUTION OF THE PERSONS (PERSONNEL) WITH WHOM THE
TEACHER-AIDES PERFORM THEIR TASKS (IN CONFERRING
WITH OTHER SCHOOL PERSONNEL) IN THE SCHOOLS
OF BUTTS AND FAYETTE COUNTIES, JACKSON,
GEORGIA, 1966-1967

Question Items	With Teachers		Without Teachers	
	Number	Per Cent	Number	Per Cent
Participate in faculty meetings	13	13	7	7
Requisition instructional materials	12	12	11	11
Give out information on pupils who withdraws or enters	9	9	11	11
Make calls concerning repair work	9	9	11	11
Confer with resource personnel	8	8	11	11
Make contacts with speech and hearing teachers	7	7	12	12
Plan conferences with other aides	6	6	15	15
Confer with special service personnel	5	5	13	13

with the help of teachers in conferring with other school personnel ranged from a low of 5 or 5 per cent for conferring with special service personnel, such as guidance counselors and social workers to a high of 13 or 13 per cent for participating in faculty meetings.

The other types of tasks of conferring with other school personnel rendered by the aides with the help of teachers ranked as follows: 12 or 12 per cent for requisitioning instructional materials; 9 or 9 per cent for making calls concerning repair work, giving out information on pupils who withdraw or enter; 8 or 8 per cent for conferring with resource personnel.

A summary of the data would appear to indicate that the chief tasks of conferring with other school personnel rendered by the aides with the help of the teachers were geared toward: participating in faculty meetings, requisitioning instructional materials, making calls concerning repair work, and conferring with resource personnel.

Without teachers.--The types of different tasks performed by teacher aides without the help of the teachers in conferring with other school personnel ranged from a low of 7 or 7 per cent for participating in faculty meetings to a high of 15 or 15 per cent for planning conferences with other aides.

The other types of tasks performed by teacher aides without the help of the teachers conferring with other school personnel ranked as follows: 13 or 13 per cent for conferring with special service personnel; 12 or 12 per cent for making contacts with speech and hearing teachers; 11 or 11 per cent for conferring with resource personnel, making calls concerning repair work, and requisitioning instructional materials.

A summary of the data would appear to indicate that the chief tasks of conferring with other school personnel performed by aides without the help of the teachers included: planning conferences with

other aides, conferring with special service personnel, and making contacts with speech and hearing teachers.

Frequency of the Performance of Tasks of Conferring
With Other School Personnel Performed by
Teacher Aides

Table 16, page 60, shows how frequently the tasks of conferring with other school personnel were performed by the teacher aides in the schools of Butts and Fayette Counties.

Services generally performed.--The tasks of conferring with other school personnel services which the teacher aides generally performed ranged from a low of 1 or 1 per cent for making contacts with speech and hearing teachers, and conferring with resource personnel to a high of 15 or 15 per cent for conferring with special service personnel.

The other types of tasks of conferring with other school personnel performed by the aides ranked as follows: 12 or 12 per cent for planning conferences with other aides; 10 or 10 per cent for requisitioning instructional materials.

A summary of the data would appear to indicate that the chief services which involved conferring with other school personnel which were performed by the teacher aides were: conferring with special service personnel, planning conferences with other aides, and requisitioning instructional materials.

Services occasionally rendered.--The different services of conferring with other school personnel which the teacher aides rendered occasionally ranged from a low of 5 or 5 per cent for making contacts with speech and hearing teachers, and conferring with resource

TABLE 16

DISTRIBUTION OF THE FREQUENCY WITH WHICH THE TEACHER-AIDES PERFORM THEIR TASKS (CONFERRING WITH OTHER SCHOOL PERSONNEL) IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, GEORGIA, 1966-1967

Question Items	Frequency of the Performance of Tasks							
	Generally		Occasionally		Seldom		Never	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Participate in faculty meetings	7	7	14	14	17	17	45	45
Requisition instructional materials	10	10	16	16	11	11	41	41
Give out information on pupils who withdraw or enter	4	4	3	3	6	6	70	70
Make calls concerning repair work	2	2	10	10	13	13	56	56
Confer with resource personnel	1	1	5	5	13	13	58	58
Make contacts with speech and hearing teachers	1	1	5	5	17	17	57	57
Plan conferences with other aides	12	12	23	23	11	11	30	30
Confer with special service personnel	15	15	13	13	17	17	31	31

personnel to a high of 23 or 23 per cent for planning conferences with other aides.

The other types of "conferring services" performed by the aides ranked as follows: 16 or 16 per cent for requisitioning instructional materials; 14 or 14 per cent for participating in faculty meetings.

A summary of the data would appear to indicate that the chief services of conferring with other school personnel performed by the teacher aides were: planning conferences with other aides, requisitioning instructional materials, and participating in faculty meetings.

Services seldom performed.--The services of conferring with other school personnel which were rendered seldom by the aides ranged from a low of 6 or 6 per cent for giving out information on pupils who withdraw or enter to a high of 17 or 17 per cent for conferring with special service personnel, contact with speech and hearing teachers, and participating in faculty meetings.

The other types of "conferring services" rendered by the teacher aides ranked as follows: 13 or 13 per cent for conferring with resource personnel, making calls concerning repair work; 11 or 11 per cent for planning conferences with other aides, and requisitioning instructional materials.

A summary of the data would appear to indicate that the chief "conferring services" performed by the teacher aides were: conferring with special service personnel, contact with speech and hearing teachers, conferring with resource personnel and making calls concerning repair work.

Tasks in Relation to Extra Curricular
Activities Program

The data on the types of tasks in extra curricular activities program performed by the teacher aides in the schools of Butts and Fayette Counties are presented in Table 17, page 63.

With teachers.--The types of different tasks performed by teacher aides with the help of the teachers in the extra curricular activities program in the schools ranged from a low of 2 or 2 per cent for administering any type of punishment to a high of 10 or 10 per cent for sponsoring class parties for pupils, collecting money from pupils for any school function.

A summary of the data would appear to indicate the chief extra curricular activities tasks rendered by the teacher aides with teachers included: collecting money from pupils for any school function, administering any type of punishment, and sponsoring class parties for pupils.

Without teachers.--The types of extra curricular activities tasks rendered by the teacher aides without the help of the teachers ranged from a low of 9 or 9 per cent for sponsoring class parties for pupils to a high of 12 or 12 per cent for administering any type of punishment, collecting money from pupils for any school function, and counseling pupils before and after school.

A summary of the data would appear to indicate that the chief extra curricular activities tasks rendered by the teacher aides without the help of the teacher and with the help of the teacher included: sponsoring class parties for pupils, collecting money from pupils for

TABLE 17

DISTRIBUTION OF THE PERSONS (PERSONNEL) WITH WHOM THE TEACHER-AIDES PERFORM THEIR TASKS IN (EXTRA CURRICULAS ACTIVITIES PROGRAM) IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, JACKSON, GEORGIA, 1966-1967

Question Items	With Teachers		Without Teachers	
	Number	Per Cent	Number	Per Cent
Counsel pupils before and after school	10	10	12	12
Collect money from pupils for any school function	10	10	12	12
Sponsor class parties for pupils	10	10	9	9
Administer any type of punishment	2	2	12	12

any school function, and counseling pupils before and after school.

Frequency of the Performance of Extra Curricular
Activities Tasks Performed by Teacher Aides

Table 18, page 64, shows how frequently the tasks involving the extra curricular activities program were performed by the teacher aides in the schools of Butts and Fayette Counties.

Services generally performed.--The tasks in the extra curricular activities program which the teacher aides generally performed ranged from a low of zero or zero per cent for administering any type of punishment, sponsoring class parties for pupils to a high of 17 or 17

TABLE 18

DISTRIBUTION OF THE FREQUENCY WITH WHICH THE TEACHER-AIDES PERFORM THEIR TASKS (EXTRA CURRICULAR ACTIVITIES PROGRAM) IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, GEORGIA, 1966-1967

Question Items	Frequency of the Performance of Tasks							
	Generally		Occasionally		Seldom		Never	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Counsel pupils before and after school	1	1	11	11	14	14	64	64
Collect money from pupils for any school function	17	17	15	15	10	10	45	45
Sponsor class parties for pupils	0	0	10	10	0	0	72	72
Administer any type of punishment after school	0	0	0	0	3	3	78	78

per cent for collecting money from pupils for any school function.

Services occasionally performed.--The extra curricular activities services which the teacher aides rendered occasionally ranged from a low of zero or zero per cent for administering any type of punishment to a high of 15 or 15 per cent for collecting money from pupils for any school function.

Services seldom performed.--The extra curricular activities services which the teacher aides seldom rendered ranged from a low of zero or zero per cent for sponsoring class parties for pupils to a high of 14 or 14 per cent for counseling pupils before and after school.

Services never performed.--The extra curricular activities services which the teacher aides never rendered ranged from a low of 45 or 45 per cent for collecting money from pupils for any school function to a high of 78 or 78 per cent for administering any type of punishment before or after school.

A summary of these data would appear to indicate that the general tasks in the extra curricular activities program which the teacher aides performed were: administering any type of punishment before or after school, sponsoring class parties for pupils in class or after school, and counseling pupils before and after school.

Community Relations Services of Aides

The data on the types of community relations tasks performed by teacher aides in the schools of Butts and Fayette Counties are presented in Table 19, page 66.

With teachers.--The types of different tasks in community relations

TABLE 19

DISTRIBUTION OF THE PERSONS (PERSONNEL) WITH WHOM THE TEACHER-AIDES PERFORM THEIR TASKS (IN COMMUNITY RELATIONS SERVICES OF AIDES) IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, JACKSON, GEORGIA, 1966-1967

Question Items	With Teachers		Without Teachers	
	Number	Per Cent	Number	Per Cent
Assist with community surveys	11	11	10	10
Help to acquaint pupils with community resources	10	10	11	11
Prepare notices of school functions	8	8	7	7
Collect any monies for approved drives	7	7	10	10
Assist in planning in various training programs	7	7	10	10
Help to inform the community of elections	6	6	11	11
Interpret educational policies	6	6	14	14
Special participation in community affairs	6	6	14	14
Invite persons from the community to speak to school groups	5	5	17	17

performed by teacher aides and their teachers in the schools ranged from a low of 5 or 5 per cent for inviting persons from the community to speak to school groups to a high of 11 or 11 per cent for assisting with community surveys.

The other types of community relations tasks performed by the teacher aides with the teacher's help ranked as follows: 10 or 10 per cent for helping to acquaint pupils with community resources; 8 or 8 per cent for preparing notices of school functions; 7 or 7 per cent for assisting in planning in various training programs, and collecting any monies for approved drives.

A summary of the data would appear to indicate that the chief tasks in community relations performed by the teacher aides with the help of the teacher were: assisting with community surveys, helping to acquaint pupils with community resources, and preparing notices of school functions.

Without teachers.--The types of different tasks in community relations performed by the teacher aides without the help of teachers in the schools ranged from a low of 7 or 7 per cent for preparing notices of school functions to a high of 17 or 17 per cent for inviting persons from the community to speak to school groups.

The other types of community relations tasks performed by the teacher aides without the help of teachers ranked as follows: 14 or 14 per cent for special participation in community affairs, interpreting educational policies; 11 or 11 per cent for helping to inform the community of elections, and helping to acquaint pupils with community resources.

A summary of the data would appear to indicate that the community relations tasks performed by the teacher aides suggests that the aides: invited persons from the community to speak to school groups, special

participation in community affairs, interpreting educational policies, and informing the community of elections.

Frequency of the Performance of Community Relations
Tasks Performed by Teacher Aides

Table 20, page 69, shows how frequently the tasks involving the community relation programs were performed by the teacher aides in the schools of Butts and Fayette Counties.

Services generally performed.--The community relations tasks which the teacher aides generally performed ranged from a low of zero or zero per cent for inviting persons from the community to speak to school groups to a high of 14 or 14 per cent for special participation in community affairs.

The other types of different community relations tasks performed generally by the teacher aides ranked as follows: 12 or 12 per cent for collecting any monies for approved drives, and helping to acquaint pupils with community resources.

A summary of the data would appear to indicate that the chief community relations tasks which the teacher aides generally performed included: special participation in community affairs, collecting any monies for approved drives, and helping to acquaint pupils with community resources.

Services occasionally performed.--The community relations which the teacher aides performed occasionally ranged from a low of 4 or 4 per cent for inviting persons from the community to speak to school groups to a high of 20 or 20 per cent for special participation in

TABLE 20

DISTRIBUTION OF THE PERSONS (PERSONNEL) WITH WHOM THE TEACHER-AIDES PERFORM THEIR TASKS (IN COMMUNITY RELATIONS SERVICES OF AIDES) IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, JACKSON, GEORGIA, 1966-1967

Question Items	Frequency of the Performance of Tasks							
	Generally		Occasionally		Seldom		Never	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Assist with community surveys	2	2	12	12	15	15	53	53
Help to acquaint pupils with community resources	12	12	17	17	14	14	41	41
Prepare notices of school functions	10	10	15	15	12	12	49	49
Collect any monies for approved drives	12	12	11	11	13	13	44	44
Assist in planning in various training programs	3	3	6	6	10	10	63	63
Help to inform the community of elections	3	3	9	9	10	10	57	57
Interpret educational policies	4	4	9	9	10	10	54	54
Special participation in community affairs	14	14	20	20	12	12	30	30
Invite persons from the community to speak to school groups	0	0	4	4	7	7	65	65

community affairs.

The other types of community relations tasks occasionally performed by the teacher aides ranked as follows: 17 or 17 per cent for helping to acquaint pupils with community resources; 15 or 15 per cent for preparing notices of school functions; 12 or 12 per cent for assisting with community surveys.

A summary of the data would appear to indicate the chief tasks of community relations occasionally performed by the teacher aides were special participation in community affairs, helping to acquaint pupils with community resources, and preparing notices of school functions.

Services seldom performed.---The community relations tasks performed seldom by the teacher aides ranged from a low of 7 or 7 per cent for inviting persons from the community to speak to school groups to a high of 15 or 15 per cent for assisting with community surveys.

The other types of community relations tasks seldom performed by the teacher aides ranked as follows: 14 or 14 per cent for helping to acquaint pupils with community resources; 13 or 13 per cent for collecting any monies for approved drives; 12 or 12 per cent for special participation in community affairs, and preparing notices of school functions.

A summary of the data would appear to indicate the chief community relations tasks seldom performed by the teacher aides were: assisting with community surveys, helping to acquaint pupils with community resources, collecting monies for approved drives, and special participation in community affairs.

Services never performed.---The community relations tasks never performed by the teacher aides ranged from a low of 30 or 30 per cent for

special participation in community affairs to a high of 65 or 65 per cent for inviting persons from the community to speak to school groups.

The other types of community relations tasks never performed by the teacher aides ranked as follows: 63 or 63 per cent for assisting in planning in various training programs; 57 or 57 per cent for helping to inform the community of elections, and 54 or 54 per cent for interpreting educational policies.

A summary of the data would appear to indicate the chief community relations tasks and/or services rendered by the teacher aides were: inviting persons from the community to speak to school groups, assisting in planning in various training programs, helping to inform the community of elections, and interpreting educational policies.

Professional Development Activities of Aides

The data on the types of professional development tasks performed by the teacher aides in the schools of Butts and Fayette Counties are presented in Table 21, page 72.

With teachers.---The types of different professional development tasks performed with the teachers by the teacher aides in the schools ranged from a low of 3 or 3 per cent for aides averaging grades for pupils, attending increment courses or seminars to a high of 19 or 19 per cent for administering formal or informal tests.

The other types of professional development services rendered by the teacher aides with the help of the teachers ranked as follows: 18 or 18 per cent for monitoring or proctoring during test situations; 16 or 16 per cent for checking oral and written assignments; 14 or 14 per

TABLE 21

DISTRIBUTION OF THE PERSONS (PERSONNEL) WITH WHOM THE
TEACHER-AIDES PERFORM THEIR TASKS (IN PROFESSIONAL
DEVELOPMENT ACTIVITIES OF AIDES) IN THE SCHOOLS
OF BUTTS AND FAYETTE COUNTIES, JACKSON,
GEORGIA, 1966-1967

Question Items	With Teachers		Without Teachers	
	Number	Per Cent	Number	Per Cent
Administering formal or informal tests	19	19	7	7
Monitoring or proctorming during test situations	18	18	6	6
Checking oral and written assignments	16	16	15	15
Making or correcting formal or informal tests	14	14	12	12
Duplicating instructional materials	12	12	20	20
Recording human behavior of pupils	11	11	11	11
Record grades on report cards	11	11	10	10
Keeping progress reports on pupils' improvement	10	10	13	13
Assisting in re-testing pupils	9	9	11	11
Attend in-service meetings	9	9	12	12
Record information in attendance register	7	7	9	9
Work on research projects	7	7	10	10
Observe other teachers or aides in the classrooms	7	7	13	13

TABLE 21.--Continued

Question Items	With Teachers		Without Teachers	
	Number	Per Cent	Number	Per Cent
Chart or graph human behavior of pupils	6	6	11	11
Record test results in permanent records	6	6	12	12
Investigate newer educational trends	6	6	12	12
Read professional literature	5	5	12	12
Average grade for pupils	3	3	11	11
Attend increment courses or seminars	3	3	12	12

cent for making or correcting formal or informal tests.

A summary of the data would appear to indicate the chief professional development tasks rendered by the teacher aides with the help of the teachers included: administering formal or informal tests, monitoring or proctoring during test situations and checking oral and written assignments.

Without teachers.--The different professional development tasks performed without the teachers by the teacher aides in the schools ranged from a low of 6 or 6 per cent for monitoring or proctoring during test situations to a high of 20 or 20 per cent for duplicating instructional materials.

The other types of professional development tasks performed by

the teacher aides without the help of the teachers ranked as follows: 15 or 15 per cent for checking oral and written assignments; 13 or 13 per cent for observing other teachers or aides in the classroom, keeping progress reports on pupils' improvement, 12 or 12 per cent for attending increment courses or seminars, reading professional literature, investigating newer educational trends, recording test results in permanent records, and making or correcting formal or informal tests.

A summary of the data would appear to indicate that the chief professional development tasks rendered by the teacher aides without the help of teachers were: duplicating instructional materials, checking oral and written assignments, observing other teachers or aides in the classroom, keeping progress reports on pupils' improvement, attending increment courses or seminars, reading professional literature, and investigating newer educational trends.

Frequency of the Performance of Professional
Development Tasks Performed by
Teacher Aides

The data on how frequently the professional development tasks were performed by teacher aides in the schools of Butts and Fayette Counties are presented in Table 22, page 75.

Services generally performed.---The professional development services rendered generally by the teacher aides ranged from a low of 1 or 1 per cent for charting or graphing human behavior of pupils to a high of 29 or 29 per cent for duplicating instructional materials, exercises, drills or tests for pupils.

The other types of professional development services generally

TABLE 22

DISTRIBUTION OF THE FREQUENCY WITH WHICH THE TEACHER-AIDES PERFORM THEIR TASKS (PROFESSIONAL DEVELOPMENT ACTIVITIES OF AIDES) IN THE SCHOOLS OF BUTTS AND FAYETTE COUNTIES, GEORGIA, 1966-1967

Question Items	Frequency of the Performance of Tasks							
	Generally		Occasionally		Seldom		Never	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Administer formal or informal tests	3	3	14	14	16	16	45	45
Monitor or proctor during test situations	10	10	23	23	17	17	30	30
Checking oral and written assignments	24	24	30	30	12	12	22	22
Making or correcting formal or informal tests	18	18	20	20	1	1	37	37
Duplicating instructional materials	29	29	15	15	11	11	27	27
Recording human behavior of pupils	7	7	15	15	10	10	39	39
Recording grades on report cards	13	13	17	17	8	8	42	42
Keeping progress reports on pupils' improvement	8	8	9	9	15	15	45	45
Re-testing pupils	5	5	13	13	11	11	51	51
Attending in-service meetings	23	23	22	22	9	9	34	34
Recording information in attendance registers	5	5	10	10	12	12	58	58
Working on research projects	6	6	7	7	14	14	53	53
Observing other teachers or aides in the classrooms	21	21	16	16	13	13	25	25
Charting or graphing human behavior of pupils	1	1	4	4	8	8	69	69
Recording test results in permanent records	14	14	23	23	8	8	34	34
Investigating newer educational trends	8	8	20	20	18	18	14	14

TABLE 22--Continued

Question Items	Frequency of the Performance of Tasks							
	Generally		Occasionally		Seldom		Never	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Reading professional literature	13	13	33	33	16	16	11	11
Averaging grades for pupils	4	4	9	9	13	13	50	50
Attending increment courses or seminars	2	2	16	16	9	9	48	48

rendered by the teacher aides ranked as follows: 24 or 24 per cent for checking and grading oral and written assignments of pupils; 23 or 23 per cent for attending in-service meetings; 21 or 21 per cent for observing other teachers or aides in other classrooms.

A summary of the data would appear to indicate that the chief professional development services generally rendered by the teacher aides were: duplicating instructional materials, exercises, drills or tests for pupils, checking and grading oral and written assignments of pupils, attending in-service meetings, and observing other teachers or aides in other classrooms.

Services occasionally performed.---The professional development services rendered occasionally by the teacher aides in the schools ranged from a low of 4 or 4 per cent for charting or graphing human behavior of pupils to a high of 33 or 33 per cent for reading professional literature.

The other types of professional development services rendered occasionally by the teacher aides ranked as follows: 30 or 30 per cent for checking and grading oral and written assignments of pupils; 23 or 23 per cent for recording test results in permanent records, monitor or proctor during test situations; 22 or 22 per cent for attending in-service meetings, and 20 or 20 per cent for investigating newer educational trends, and making or correcting formal or informal tests.

A summary of the data would appear to indicate that the chief professional development services occasionally rendered by the teacher aides included: reading professional literature, checking and grading

oral and written assignments of pupils, recording test results in permanent records, monitoring or proctoring during test situations, and attending in-service meetings.

Services seldom performed.--The professional development services rendered seldom by the teacher aides in the schools ranged from a low of 1 or 1 per cent for making or correcting formal or informal tests to a high of 18 or 18 per cent for investigating newer educational trends.

The other types of professional development services rendered seldom by the teacher aides ranked as follows: 17 or 17 per cent for monitoring or proctoring during test situations; 16 or 16 per cent for administering formal or informal tests, and reading professional literature; 15 or 15 per cent for keeping progress reports on pupils' improvement, and 14 or 14 per cent for working on research projects.

A summary of the data would appear to indicate that the chief professional development services seldom rendered by the teacher aides were: investigating newer educational trends, monitoring or proctoring during test situations, administering formal or informal tests, reading professional literature, keeping progress reports on pupils' improvement, and working on research projects.

Services never performed.--The professional development services never rendered by the teacher aides ranged from a low of 11 or 11 per cent for reading professional literature to a high of 69 or 69 per cent for charting or graphing human behavior of pupils.

The other types of professional development services never rendered by the teacher aides ranked as follows: 58 or 58 per cent for recording

information in attendance registers; 53 or 53 per cent for working on research projects; 51 or 51 per cent for re-testing pupils, and 50 or 50 per cent for averaging grades for pupils.

A summary of the data would appear to indicate that the chief professional development services never rendered by the teacher aides were: reading professional literature, charting or graphing human behavior of pupils, recording information in attendance registers, working on research projects re-testing pupils, and averaging grades for pupils.

CHAPTER III

SUMMARY AND CONCLUSIONS

Recapitulation of the Theoretical Bases of the Study

Rationale.--With the growing problems of discipline in our schools, teaching needs more and more supportive services and increased manpower help. Already teachers are extremely busy serving in various ways as janitors, clerks and playground policeman. This point is well known to all and has been made repeatedly with heat and vigor, to statesmen, parents and school officials who are continually trying to free teachers from the taxing burden of clerical and routine tasks. In trying to solve this problem, the teacher aide program lends itself to popular use. So far, results of the experiment with teacher aides have been satisfactory.

The teacher aide program is proving to be useful in more ways than one. Teacher aides are usually respected members of the community since they are drawn from retired teachers, housewives and high school students in fields other than teaching. This practice tends to strengthen the school-community relationship.

A teacher aide is one who is supposed to be a mature person who is expected to assist a teacher in handling children individually or collectively, executing supportive and clerical tasks. She is not supposed to execute the regular professional tasks for which a teacher

needs technical training. For the teacher aide to be in line with the regular classroom teacher, the following are the basic requirements: she should write legibly, spell correctly, use basic mathematical computations correctly, speak clearly and intelligently, type (at least demonstrate satisfactory level of intuition, resourcefulness and creativeness). She should be flexible, reliable, adaptable and dependable in performing assignments.

In some elementary classrooms teachers aides do everything from decorating the bulletin board to watering plants. It is observed that the aide has not intruded in any way upon the professional duties of the teacher. The system has proved to be helpful to teachers. What is more, teacher aides reduce the clerical and routine task load of the teacher.

As schools become interested in fitting staff-utilization concepts to their own particular situations, the questions usually arise: Should we use teacher aides? And if so, what sorts of things should teacher aides do? What kinds of individuals should they be?

The teacher aide's function fits most beneficially into the team-teaching situations, but aides can also be of immeasurable help when assigned to: (1) teachers operating singly with a department or (2) a physical facility, such as a language laboratory, a graphic arts-curriculum materials room, or even a lecture hall.

To identify areas where teacher aides can help, poses no problem. The essential question is this: Where can assistance be applied most beneficially to raise the quality of educational offerings? The right answer depends upon situations closely related to each school. However,

if a school is seeking to gain most benefit from the appointment of aides, certain guidelines should be considered. Unless aides are sought as a brand or surplus commodity to be thrown, in stop-gap measure, at the rushing tide of teenagers, the general functions and roles of the aide's position must be defined early.¹

Evolution of the problem.--During the past school term, the writer was asked to serve on a committee to rate the activities and duties of teacher aides. By benefit of three months of experience in having an aide assigned to him, the writer can perhaps provide a little guidance and some supportive data for those considering teacher's aides. It was from this experience that the writer became interested in the roles and functions of teacher aides, and how the teacher aides were helping to alleviate some of the pertinent problems of the classroom teachers. This situation encouraged the writer to do this study.

Contribution to educational knowledge.--The writer hopes that the findings in this study will serve to identify and to characterize the routine tasks which are usually expected of teacher aides.

Statement of the problem.--The problem involved in this study was to determine, analyze, and appraise the roles and functions of "Teacher Aides" in Fayette County Training School, Fayetteville Elementary School, and Butts County Schools.

Purposes of the study.--The major purpose of this study was to develop a profile of the varied tasks which teacher aides may be called

¹ Scott D. Thomas, "Emerging Role of the Teacher Aide," Clearing House 37: (February, 1963), pp. 326-330.

upon to perform when employed in a school situation.

The specific purposes of this study were:

1. To analyze the opinions of teachers about the expected functions and activities of teacher aides in selected elementary schools.
2. To appraise the basic training teacher aides bring to their jobs:
 - a. The educational background of teacher aides.
 - b. The usual basic academic or other-type training required for employment as a teacher aide.
3. To determine the major areas of functions in which teacher aides can be employed to work at a school.
4. To ascertain the time-allotment devoted to specific tasks which teacher aides are called upon to do.
5. To determine average number of teacher aides assigned to:
 - a. A classroom
 - b. A school
6. To ascertain what is the teachers' appraisal and/or evaluation of the usefulness of the teacher aides serving in their schools.
7. To determine what are the implications for educational theory and practice.

Limitation of the study.---The major limitation of this study is the question as to the authenticity and accuracy of the opinions expressed by the respondents to the items on the questionnaire, which was used to collect the data.

Definition of terms.---The significant terms used throughout this study are defined below:

1. Teacher aides are auxiliary personnel (we prefer the latter term to either teacher aides or paraprofessionals) brought into the school to assist teachers in teaching children and

youth. They may perform a wide variety of tasks.¹

2. Monitors - an aide who supervises in the lunchrooms, on the playgrounds, during physical education and play periods in study rooms, in halls and corridors and on bus duty.²
3. Opinion - a belief, judgement, idea, impression, sentiment or notion that has not been conclusively proved and lacks the weight of carefully reasoned judgement or certainty of conviction.

Recapitulation of the Research-Design of the Study

Significant aspects of the locale and research-design of this research are characterized below.

1. Locale and period of study - This study was conducted in Butts County, Jackson, Georgia and Fayette County, Fayetteville, Georgia during the school year 1966-1967.
2. Method of research - The descriptive survey method of research, employing the specific techniques of the questionnaire and official school records, were used to collect the data. The descriptive survey method was chosen because of its versatility, practicality, and its usefulness in identifying present conditions and pointing to present needs.
3. Subjects - The subjects used in this research were one hundred teachers and their teacher aides who were employed in three schools. Two in Fayette County and one in Butts County.
4. Materials and instruments - The materials used in this study was a specially designed questionnaire on the functions and activities of teacher aides and official records.
5. Criterion of reliability - The "criterion of reliability" of the data collected, the accuracy and authenticity of the

¹ National Commission on Teacher Education and Professional Standards, National Education Association, TEPS Newsletter, IX, No. 2 (June, 1966), p. 4.

² J. B. White, "Educational Leadership Teacher Aides," Florida Educational Research and Development Council, Research Bulletin, II, No. 1 (March, 1966).

data items on teachers; observations of teacher aides and anecdotal records; verbal reporting of official personnel; and pupils; responses to the respective items on the questionnaire.

6. Procedural steps - The following procedural steps were used to achieve the purposes of this study:
 - a. The literature pertinent to this study was reviewed, abstracted and summarized for incorporation in the final thesis copy.
 - b. The specific questionnaire on teacher aides was constructed and validated under the direction of staff members of the School of Education.
 - c. The questionnaire was distributed to and executed by the regular teachers in the schools participating in the study.
 - d. The data on the questionnaire were assembled in appropriate tables and/or charts as indicated by the purposes of the study.
 - e. The data were statistically treated with reference to the frequency and per cent of responses to the questionnaire items.
 - f. The formulation of the statement of findings, conclusions, implications and recommendations were incorporated in the finished thesis copy.

Summary of Related Literature

The literature pertinent to this study was reviewed in the light of extended educational offerings for the regular classroom teacher and teacher aides. Among special curricular areas, the limited amount of literature reviewed in connection with this study seems to emphasize such vital and crucial principles as indicated below:

1. Self-concept should be of vital importance to child growth and development, and must be the basic aim of every educational program.
2. Teacher aides are persons who help the classroom teacher and

school personnel in attempting to alleviate many barriers to educational growth and development.

3. Teacher aides are those persons who attract national educational attention.
4. Teacher aides are non-professional workers, however, their background training qualify them to aid the classroom teachers tremendously.
5. Teacher aides are as effective in a community as they are in a classroom.
6. Some authorities disagree in categorizing all teacher aides as non-professional employees.
7. Teachers are well pleased with services rendered by teacher aides.
8. No teacher feels threatened when services are rendered by teacher aides.
9. Studies, reports and projects show teacher aides are generally of positive benefit in the education enterprise.
10. Teachers who have teacher aides give more time to professional activities than those teachers who have no aides.
11. Individualized instruction itself can be more readily accomplished and a higher level of performance is revealed when the teacher has the services of the teacher aide.
12. The teacher aide is effective as a member of a team teaching situation.
13. English teachers cover more academic content when the teacher aides reduce the load of the classroom teacher in activities, such as, correcting papers, checking reports, and fixing the bulletin board.

Summary of Basic Findings

Introductory statement.---This section of the thesis presents a narrative summary of the significant findings of this research as developed from the quantitative and narrative data to be found in Chapter II of the thesis proper. These data are identified,

characterized and presented in separate paragraphs which are subsumed under appropriate data-captions which follow immediately below.

The findings.--The more significant findings pertinent to each of the eleven specific purposes of this research are presented under the appropriate captions below.

Instructional Services Rendered by
Teacher Aides with Assistance
of the Teachers

1. The chief instructional services rendered by the teacher aides with the help of the teachers were geared toward guidance in basic skills, offering help to pupils in dramatization and mathematics, and grouping pupils for instruction.
2. The chief instructional services rendered by teacher aides without the help of teachers included: permitting aides to make lesson plans, listen to reports or supervise free reading and play, take charge while relieving a teacher and offering help to small or large groups.

Frequency of the Performance of Instructional
Services Performed by the Teacher Aides

1. The main instructional services which the teacher aides generally rendered included: teaching or offering guidance in basic skills, making lesson plans, listening to reports, reviewing or supervising free reading and play for pupils, offering help to small or large groups of pupils, and choosing materials, aids for use in instruction.
2. The main instructional services which the teacher aides occasionally rendered included: guidance in basic skills, grouping for instructional purposes, and helping to small or large groups.
3. The main instructional services which the teacher aides seldom rendered included: reading, dramatics, mathematics, choosing material for instruction, taking charge while relieving a teacher, planning the curriculum, classroom organization, and teaching art and science.
4. The main instructional services never rendered by the teacher aides included: examining, selecting materials for science experiments, assisting in planning the curricula, selecting

and choosing material for instruction.

Classroom Management Tasks Performed by
Teacher Aides

1. The chief classroom management services rendered by teacher aides with the help of the teachers were directed towards preparing school reports, recognizing the importance of their work, assisting in making supplementary materials for instructional purposes, and planning or offering help in arranging the classroom, and bulletin boards.
2. The chief services rendered by teacher aides in performing their tasks without the help of the teacher included: entering and leaving school, permitting the aides to duplicate work materials for pupils for instructional purposes, recognizing the importance of their work, and operating audio-visual equipment.

Frequency of the Performance of Classroom
Management Tasks Performed by Teacher
Aides

1. The main classroom management services that teacher aides generally rendered included: recognizing the importance of their work, performing clerical tasks during the school day, duplicating materials, and assisting in supervising safety activities.
2. The main classroom management services occasionally rendered by teacher aides included: arranging the classroom, operating audio-visual equipment, entering and leaving school, making supplementary materials, and preparing school reports.
3. The main classroom management services which the teacher aides seldom rendered included: supervising pupils entering and leaving school, recognizing the importance of their work, making inter-school communication effective, supplementary materials, safety activities, and operating audio-visual equipment.
4. The main classroom management services never performed by the teacher aides included: recognizing the importance of their work, ordering school supplies, arranging special trips for pupils, registering pupils and placing planned work on the bulletin board.

Individual Help Services to Pupils

1. The chief individual help services rendered by the teacher-aides with the help of the teachers were geared toward providing help for typical pupils in academic drills and play activities, helping pupils execute certain duties on special projects, and assisting the pupils in make-up work.
2. The chief tasks of individual help performed by the teacher aides without the help of the teachers were helping pupils execute certain duties or performing special projects and aiding pupils with minor injuries or illnesses.

Frequency of the Performance of Individual Help Services to Pupils

1. The main individual help to pupils services rendered occasionally by teacher aides included: assisting pupils in make-up work, visual auditory symptoms, helping pupils execute certain duties, checking daily for obvious symptoms of childhood diseases and aiding with minor injuries or illnesses.
2. The main individual help services generally rendered by teacher aides included: providing special help for typical pupils in academic drills and play activities.
3. The main services seldom rendered by teacher aides included: helping pupils execute certain duties or performing certain duties or performing certain projects, assisting with visual, auditory or physical examinations and aiding the pupils with minor injuries.
4. The chief tasks never performed by teacher aides were: keeping anecdotal records for pupils, and checking pupils daily for obvious symptoms of childhood diseases.

Counseling and Guidance Services Rendered

1. The main services rendered by teacher aides with the help of the teachers included: scheduling conferences with pupils, offering help to the slow or the accelerated pupils, and assisting pupils with their personal problems.
2. The chief tasks performed by the teacher aides in counseling and guidance without the help of the teacher were: developing good sportsmanship, offering help to slow or accelerated pupils, and counseling pupils regarding their personal problems.

Frequency of the Counseling and Guidance Services
Rendered

1. The main services in counseling and guidance performed generally by the teacher aides were: offering help to the slow or accelerated pupils, developing good sportsmanship, and assisting in reassuring the handicapped.
2. The main services in counseling and guidance rendered occasionally by the teacher aides were: scheduling conferences with pupils, assisting pupils with their personal problems, and offering help to the slow or accelerated pupils.
3. The main counseling and guidance services seldom rendered by teacher aides were: counseling pupils regarding their health, and assisting pupils with their personal problems.
4. The main services of counseling and guidance which the teacher aides never rendered were: offering help to the slow or accelerated pupils, scheduling conferences with pupils, counseling pupils regarding their health, and assisting in reassuring the handicapped pupils.

Discipline Tasks in Relation to Pupils

1. The tasks of discipline performed by teacher aides along with the teachers included: attending special programs, concerts, ballets, plays, conferring with the principal, and other teachers.
2. The chief tasks in discipline undertaken by the teacher aides without the help of the teachers were: counseling small or large groups, making rules or isolating unruly children, displaying love and affection, and supervising pupils outside the classroom.

Frequency of the Performance of Discipline
Tasks in Relation to Pupils Performed
by Teacher Aides

1. The chief tasks of discipline rendered generally by teacher aides included: explaining school policies to pupils and parents, displaying love and affection, acceptance, or empathy for disruptive pupils, and supervising pupils outside the classroom.
2. The chief tasks of discipline rendered occasionally by teacher aides included: teaching self-control and self-discipline,

participating in parent-teacher pupil conferences, and taking charge of the pupils when the teacher is out of the room.

3. The chief tasks of discipline seldom rendered by teacher aides included: making rules or isolating unruly pupils when offering individual help, conferring with the principal and other teachers, participating in parent-teacher pupils conferences, and making referrals for discipline.
4. The chief tasks of discipline never rendered by teacher aides were: participating in parent-teacher pupils conferences, explaining school policies to pupils, making rules and isolating unruly pupils when offering individual help.

Parent Substitute Services of Aides

1. The chief parental-substitute services rendered by the teacher aides with the help of the teachers were geared towards identifying unhappy pupils, manifesting a genuine interest when working with pupils, expressing admiration when pupils achieve, assuming individual and group responsibility.
2. The main parental-substitute tasks rendered by the teacher aides without the help of the teacher aides included: assisting younger pupils in locating misplaced personal belongings, mending or sewing ripped clothing for pupils, and displaying excellent work of the pupils.

Frequency of the Performance of Parent-Substitute Services or Tasks Performed by Teacher Aides

1. The main parent-substitute tasks performed generally by teacher aides included: manifesting a genuine interest when working with pupils, expressing admiration when pupils achieve, and identifying unhappy pupils and assisting younger pupils in locating misplaced personal belongings.
2. The main parent-substitute tasks rendered occasionally by teacher aides included: displaying excellent work of pupils, assisting in learning to assume individual group responsibility, identifying unhappy pupils and expressing admiration when pupils achieve.
3. The main services of parent-substitute seldom performed by teacher aides included: giving close scrutiny to pupils when approached, giving first aid, showing disapproval, and assisting in learning to assume individual group responsibility.
4. The main parent-substitute services never rendered by teacher

aides included: expressing personal likes or dislikes for pupils, personal appearance for mending or sewing ripped clothing for pupils, giving first aid and displaying excellent work of pupils as often as possible.

Reporting Education Status of Pupils

1. The chief tasks of reporting education status of pupils as rendered by the teacher aides with the help of the teacher were geared towards extending themselves to pupils and parents in home visitations, participating in Parent-Teacher Association functions, relating the instructional program to parents, reporting the progress as well as failures, and soliciting parents' or guardians' cooperation.
2. The chief tasks of reporting education status of pupils which are performed by the teacher aides without the help of the teachers were: relating the instructional program to parents, reporting the progress as well as failures, relating the instructional program to parents, soliciting parents' or guardians' cooperation.

Frequency of the Performance of Reporting Education Status of Pupils Tasks Performed by Teacher Aides

1. The main tasks of reporting the education status of pupils generally rendered by the teacher aides were: participating in Parent-Teacher Association functions, extending invitations to parents to attend program exhibits, and discussing pupils' attitudes, study habits, and soliciting parents' or guardians' cooperation.
2. The main tasks of reporting the education status of pupils occasionally rendered by the teacher aides were: discussing pupils' attitudes, study habits, and soliciting parents' or guardians' cooperation, participating in Parent-Teacher Association functions.
3. The main tasks of reporting the education status of pupils which the teacher aides seldom performed included: participating in Parent-Teacher Association functions, soliciting parents' or guardians' cooperation, discussing pupils' attitudes and study habits.
4. The main tasks of reporting the education status of pupils which the teacher aides never rendered were: extending themselves to pupils and parents in home visitations, relating the instructional program to parents, reporting the progress as well as failures, discussing pupils' attitudes, study

habits and soliciting parents' or guardians' cooperation.

Conferring with other School Personnel

1. The chief tasks of conferring with other school personnel rendered by the teacher aides with the help of the teachers were geared towards: participating in faculty meetings, requisitioning instructional materials, making calls concerning repair work, and conferring with resource personnel.
2. The chief tasks of conferring with other school personnel performed by the teacher aides without the help of the teachers included: planning conferences with other aides, conferring with special services personnel, and making contacts with speech and hearing teachers.

Frequency of the Performance of Tasks of Conferring with Other School Personnel Performed by Teacher Aides

1. The main services of conferring with other school personnel performed generally rendered by the teacher aides were: contacting speech and hearing teachers, conferring with service personnel and making calls concerning repair work.
2. The main services of conferring with other school personnel performed occasionally rendered by the teacher aides were: contacting speech and hearing teachers, conferring with resource personnel, and participating in faculty meetings.
3. The main services of conferring with other school personnel performed seldom by the teacher aides were: giving out information on pupils who withdraw or enter, conferring with special service personnel, and making calls concerning repair work.
4. The main services of conferring with other school personnel performed never by teacher aides were: giving out information on pupils who withdraw or enter school, conferring with resource personnel, making contacts with speech and hearing teachers, and making calls concerning repair work.

Extra Curricular Activities Program

1. The chief tasks of reporting the extra curricular activities tasks performed by teacher aides with the help of the teachers included: administering any type of punishment, sponsoring class parties for pupils, collecting money from pupils for any school function.

2. The chief tasks of reporting the extra curricular activities tasks performed by teacher aides without the help of the teachers included: sponsoring class parties for pupils, collecting money from pupils for any school function, and counseling pupils before and after school.

Frequency of the Performance of Extra Curricular
Activities Tasks Performed by Teacher Aides

1. The main services of extra curricular activities tasks performed generally by the teacher aides were: administering any type of punishment, collecting money from pupils for any school function.
2. The main services of extra curricular activities tasks performed occasionally by the teacher aides were: administering any type of punishment, collecting money from pupils for any school function.
3. The main services of extra curricular activities tasks performed seldom by the teacher aides were: sponsoring class parties for pupils, counseling pupils before and after school.
4. The main services of extra curricular activities tasks performed never by the teachers aides were: counseling pupils before and after school, sponsoring class parties for pupils in class or after school.

Community Relations Services of Aides

1. The chief tasks of community relations services of aides performed by the teacher aides with the help of the teachers were: assisting with community surveys, helping to acquaint pupils with community resources, and preparing notices of school functions.
2. The chief tasks of community relations services of aides performed by the teacher aides without the help of the teachers were: inviting persons from the community to speak to school groups, participating in special community affairs, interpreting educational policies, and informing the community of elections.

Frequency of the Performance of Community Relations
Tasks Performed by Teacher Aides

1. The chief tasks of community relations tasks which the teacher aides generally performed were: special participation in

community affairs, collecting any monies for approved drives, and helping acquaint pupils with community resources.

2. The chief tasks of community relations tasks which the teacher aides occasionally performed were: special participation in community affairs, helping acquaint pupils with community resources, and preparing notices of school functions.
3. The chief tasks of community relations tasks which the teacher aides seldom performed were: assisting with community surveys, helping acquaint pupils with community resources, collecting monies for approved drives, and special participation in community affairs.
4. The chief tasks of community relations tasks and/or services which the teacher aides never performed were: inviting persons from the community to speak to groups, assisting in planning in various training programs, helping inform the community of elections, and interpreting educational policies.

Professional Development Activities of Aides

1. The chief professional development tasks rendered by the teacher aides with the help of the teachers were: administering formal or informal tests, monitoring or proctoring during test situations, and checking oral or written assignments.
2. The chief professional development tasks rendered by the teacher aides without the help of teachers were: duplicating instructional materials, checking oral and written assignments, observing other teachers or aides in the classroom, keeping progress reports on pupils, improvement, attending increment courses or seminars, reading professional literature and investigating newer educational trends.

Frequency of the Performance of Professional Development Tasks Performed by Teacher Aides

1. The chief professional development services generally rendered by the teacher aides were: duplicating instructional materials, exercises, drills or tests for pupils, checking and grading oral and written assignments, of pupils, attending in-service meetings, and observing other teachers or aides in other classrooms.
2. The chief professional development services occasionally rendered by the teacher aides were: reading professional literature, checking and grading oral and written assignments

of pupils, recording test results in permanent records, monitoring or proctoring during test situations, and attending in-service meetings.

3. The chief professional development services seldom rendered by the teacher aides were: investigating newer educational trends, monitoring or proctoring during test situations, administering formal or informal tests, reading professional literature, keeping progress reports on pupils' improvement and working on research projects.
4. The chief professional development services never rendered by the teacher aides were: reading professional literature, charting or graphing human behavior of pupils, recording information in attendance registers, working on research projects, testing pupils, and averaging grades for pupils.

Conclusions

The findings as reported in accordance with the statistical data pertinent to the problem-areas appear to warrant the following conclusions:

1. The teachers and teacher aides appeared to be reasonably aware of the over-all functions and roles of the teacher aides in the classroom.
2. Teachers and teacher aides have not been acquainted with the specific job-descriptions of the varied and different tasks which teacher aides may be called upon to perform.
3. Teacher aides were limited in the basic academic or other types of training required in the jobs for which they were employed.
4. Teachers did not expect too much of specific services from the teacher aides.
5. The educational background of the teacher aides did not extend beyond three years of college work.
6. A majority of teacher aides and the pupils were positively and fruitfully affected by the role of the teacher aides. More specifically, teachers expressed a sincere desire that aides be kept in the operation of the school.
7. Teacher aides render effective assistance to teachers in the areas of: Instructional services, Classroom Management,

Individual Help Services to Pupils, Counseling and Guidance Services Rendered, Discipline Tasks in Relation to Pupils, Parent Substitute Services of Aides, Reporting Education Status of Pupils, Conferring with other School Personnel, Extra Curricular Activities Program, Community Relations Services of Aides, and Professional Development Activities of Aides.

8. There is not any designated ratio of teacher aides to teachers either in reference to a classroom or a school unit.
9. The use of teacher aides allowed teachers more time for lesson planning and professional reading during the school day.
10. Teacher aides in many instances expressed a desire or preference to work with slow pupils in those tasks where the "aides" were called upon to render routine services.
11. Teacher aides develop a fuller understanding and appreciation of their role with the passage of time.
12. Teacher aides in the over-all efficiency and effectiveness of their job performance have justified their employment.

Implications

The findings and conclusions which stem from this research would appear to warrant the implications:

1. That the employment of teacher aides tends to improve teacher performance through the reduction of routine tasks which consume much of the teachers' time.
2. That teacher aides should be employed in terms of their competence to perform specific routine tasks.
3. That most, if not all, teacher aides should be exposed to an in-service training and/or orientation program pointed to job performance.
4. That teacher aides might be a new type of personnel regularly employed in schools.

Recommendations

The findings, conclusions, and implications stemming from this research would appear to warrant the recommendations which follow:

1. That school administrators explore the policy and practice of employing teacher aides as regular staff personnel.
2. That in-service programs designed to train teacher aides in specific job requirements be an integral part of the school's program.
3. That job descriptions be developed for the respective tasks which teacher aides will be called upon to perform in the school.
4. That school administrators and supervisors wherever feasible and promising, encourage teacher aides to upgrade their academic and/or professional training to certification levels.
5. That the desirability, efficiency, and effectiveness of the work of teacher aides be subjected to continuing research appraisal and evaluation.
6. That the administration in Butts and Fayette Counties, Georgia, continue the employment and fullest use of teacher aides in their schools.

BIBLIOGRAPHY

Books

Lieberman, Myron. The Future of Public Education. Chicago: Chicago Press, 1965.

Periodicals

Burke, Virginia M. "Lay Reader Program in Review," Bulletin of the National Association of Secondary-School Principals, XLVI (January, 1962).

Cronin, M. Joseph. "What's All This About Teacher Aides," California Journal of Secondary Education, XXXIV (November, 1959).

Cutler, Marylyn H. "Teacher Aides are Worth the Effort," Nation's Schools, LXXIII (April, 1964).

Dean, Stuart E. Elementary School Administration and Organization, U. S. Department of Health, Education and Welfare, Office of Education, Bulletin 1960, No. 11 (Washington, D. C.: Government Printing Office, 1960).

Diederich, Paul E. "Research Report: College-Educated Housewives as Lay Readers," Bulletin of the National Association of Secondary School Principals, XLVII (April, 1963).

Doherty, E. N. "Princeton Township Lay-Corrector Program," English Journal, LIII (April, 1964).

Grayson, Jan. "Teacher Aide: Mother," Elementary School Journal, LXII (December, 1961).

Journal of Teacher Education. "Bay City, Michigan Experiment: A Cooperative Study for the Better Utilization of Teacher Competencies: Symposium," Journal of Teacher Education, VII (June, 1956).

National Commission on Teacher Education and Professional Standards, TEPS Newsletter, IX, No. 2, (June, 1966).

- National Education Association, Research Division. Studies of Utilization of Staff, Buildings and Audio-Visual Aids in the Public Schools. Research Report, 1959-R 17. (Washington, D. C.: The Association, October, 1959).
- Park, Charles B. "The Teacher-Aide Plan," Nation's Schools, LVI (July, 1955).
- Pope, L., and Crump, R. "School Drop-outs as Assistant Teachers," Young Children, XXI (October, 1965), 13-23.
- Rioux, J. William. "At the Teacher's Right Hand," American Education, II (December, 1965-January, 1966), 5-6.
- Rioux, J. William. "Here are Fourteen Ways to Use Non-teachers in Your School District," Nation's Schools (December, 1965).
- Sauer, Edwin H. Contract Correction: The Use of Lag Readers in the High School Composition Program, Rev.ed. School and University Program for Research and Development (Cambridge, Mass.: Harvard University, 1962), 59.

VITA

Jones, James E.

Education

B. S. Degree, Fort Valley State College, Fort Valley,
Georgia, 1952.

Experience

Teacher for two years, Buckeye Junior High School, Laurens
County Board of Education, Dublin, Georgia, 1952-1954.
United States Army, 1954-1956. Presently employed at the
Nathan B. Forrest Elementary School, Atlanta, Georgia 1957 -

Personal Information

Married

Memberships

Member of Radcliff Presbyterian Church, Atlanta, Georgia;
Georgia Teachers and Education Association, YMCA, Scout
Master and National Education Association.

A P P E N D I X

TEACHERS' APPRAISAL OF THE ROLES AND FUNCTIONS OF
TEACHERS' AIDES IN ELEMENTARY SCHOOLS

A QUESTIONNAIRE

Foreword

I am certain that in your classroom and in and out of your school work you are confronted with a considerable number of young people each day.

Has it occurred to you that your contribution in training teacher aides and future teachers of tomorrow is most vital and that you are an important factor in helping to build character in the future teachers and citizens of tomorrow's world?

This questionnaire is designed to find out about your appraisal of the teacher aides and functions of teacher aides. If you answer the questions carefully and thoughtfully the information may be of benefit to you, to other teacher aides, students, teachers, research workers, curriculum builders and principals.

Directions

For each question you are to indicate two things: (a) with whom you perform the task and (b) how often you perform the task by placing a cross (x) in the proper column of A for with whom you work and a cross (x) in the proper column of B for how often you perform the task. The arrangement of questions and manner of response require a minimum of time to execute the instrument.

Question Items	A. With Whom		B. How Frequent			
	With teacher	without teacher	Generally	Occasionally	Seldom	Never

Instruction

1. Do the aides recognize the importance of their work with pupils?	_____	_____	_____	_____	_____	_____
2. Are the aides permitted to duplicate work materials for pupils for instructional purposes?	_____	_____	_____	_____	_____	_____
3. Are the aides permitted to offer help to small or large groups of pupils in the classroom?	_____	_____	_____	_____	_____	_____
4. Do the aides select or choose materials and aids for use in instruction?	_____	_____	_____	_____	_____	_____
5. Do the aides group pupils for instruction?	_____	_____	_____	_____	_____	_____
6. Do the aides offer suggestions in selecting procedures or methods of instruction?	_____	_____	_____	_____	_____	_____
7. Do the aides make lesson plans, listen to reports, review or supervise free reading and play for pupils?	_____	_____	_____	_____	_____	_____
8. Do aides place their planned work or work planned by teacher on board for pupils?	_____	_____	_____	_____	_____	_____

Question Items	With A. Whom		B. How Frequent			
	with teacher	without teacher	Generally	Occasionally	Seldom	Never
9. Do aides set up and operate audio-visual equipment?	_____	_____	_____	_____	_____	_____
10. Do aides teach or offer guidance in basic skills to pupils?	_____	_____	_____	_____	_____	_____
11. Do the aides plan or offer help in arranging the classroom, bulletin boards, etc.?	_____	_____	_____	_____	_____	_____
12. Do the aides direct special programs, such as socio-drama, role playing, etc.?	_____	_____	_____	_____	_____	_____
13. Do the aides teach reading, dramatics or math to pupils?	_____	_____	_____	_____	_____	_____
14. Do the aides teach art or science to pupils?	_____	_____	_____	_____	_____	_____
15. Do the aides teach games or supervise physical education to pupils?	_____	_____	_____	_____	_____	_____
16. Do the aides assist pupils in motor skills such as: map drawing, cut-outs and water color?	_____	_____	_____	_____	_____	_____
17. Do the aides examine, select and assemble materials for science experiments?	_____	_____	_____	_____	_____	_____

Question Items	A. Whom		B. How Frequent			
	With teacher	without teacher	Generally	Occasionally	Seldom	Never
18. Do the aides assist in planning the curriculum, classroom organization and teaching supplies?	_____	_____	_____	_____	_____	_____
19. Do the aides assist in making arrangements for special trips for pupils?	_____	_____	_____	_____	_____	_____
20. Do the aides assist in making inter-school communication effective?	_____	_____	_____	_____	_____	_____
21. Do the aides assist in making supplementary materials for instructional purposes?	_____	_____	_____	_____	_____	_____
22. Do aides assist in registering pupils?	_____	_____	_____	_____	_____	_____
23. Do aides assist in supervising safety activities for the pupils?	_____	_____	_____	_____	_____	_____
24. Do aides plan for instruction during emergencies?	_____	_____	_____	_____	_____	_____
25. Do aides assist in house-keeping in classroom as well as other school areas?	_____	_____	_____	_____	_____	_____
26. Do aides assist in supervising pupils entering and leaving the school?	_____	_____	_____	_____	_____	_____
27. Do aides take charge while relieving a teacher for a break during the school day?	_____	_____	_____	_____	_____	_____

Question Items	With A. Whom		B. How Frequent			
	with teacher	without teacher	Generally	Occasionally	Seldom	Never
28. Do aides perform clerical tasks during the school day?	_____	_____	_____	_____	_____	_____
29. Do aides assist in preparing school reports?	_____	_____	_____	_____	_____	_____
30. Do aides assist in ordering any school supplies?	_____	_____	_____	_____	_____	_____
<u>Individual Help</u>						
31. Do aides provide special help for typical pupils in academic drills and/or play activities?	_____	_____	_____	_____	_____	_____
32. Do aides check pupils daily for obvious symptoms of childhood diseases?	_____	_____	_____	_____	_____	_____
33. Do aides assist with visual and auditory and/or physical examinations of the pupils?	_____	_____	_____	_____	_____	_____
34. Do aides assist in aiding pupils with minor injuries or illness?	_____	_____	_____	_____	_____	_____
35. Do aides assist in helping pupils in executing certain duties or performing special projects?	_____	_____	_____	_____	_____	_____
36. Do aides assist pupils in make-up work in class or after school?	_____	_____	_____	_____	_____	_____
37. Do aides keep anecdotal records for pupils?	_____	_____	_____	_____	_____	_____

Question Items	With A. Whom		B. How Frequent			
	with teacher	without teacher	Generally	Occasionally	Seldom	Never
46. Do aides confer with the principal, other teachers and/or team members about pupils?	_____	_____	_____	_____	_____	_____
47. Do aides participate in parent-teacher-pupil conferences?	_____	_____	_____	_____	_____	_____
48. Do aides supervise pupils outside the classroom (cafeteria, playground, hall, bus loading, etc.?)	_____	_____	_____	_____	_____	_____
49. Do aides sponsor or lead groups in building character?	_____	_____	_____	_____	_____	_____
50. Do aides accompany groups of pupils while attending special programs (concerts, ballets, plays, etc.?)	_____	_____	_____	_____	_____	_____
51. Do aides make referrals for disciplinary action of pupils?	_____	_____	_____	_____	_____	_____
52. Do aides explain school policies to pupils and parents?	_____	_____	_____	_____	_____	_____
53. Do aides teach self-control or self-discipline to pupils?	_____	_____	_____	_____	_____	_____
54. Do aides make rules or isolate unruly children when offering individual help?	_____	_____	_____	_____	_____	_____

Question Items	A. With Whom		B. How Frequent			
	with teacher	without teacher	Generally	Occasionally	Seldom	Never
55. Do aides show love, acceptance or empathy for disruptive pupils?	_____	_____	_____	_____	_____	_____
<u>Parent Substitute</u>						
56. Do aides give first aid to pupils?	_____	_____	_____	_____	_____	_____
57. Do aides give close scrutiny to pupils when approached?	_____	_____	_____	_____	_____	_____
58. Do aides mend or sew ripped clothing for pupils?	_____	_____	_____	_____	_____	_____
59. Do aides display excellent work of pupils as often as possible?	_____	_____	_____	_____	_____	_____
60. Do aides manifest a genuine interest when working with pupils?	_____	_____	_____	_____	_____	_____
61. Do aides identify unhappy pupils, if so, do you immediately offer help, love and affection?	_____	_____	_____	_____	_____	_____
62. Do aides assist younger pupils in locating misplaced personal belongings?	_____	_____	_____	_____	_____	_____
63. Do aides express your personal likes or dislikes for pupils' personal appearances?	_____	_____	_____	_____	_____	_____
64. Do aides express admiration when pupils achieve?	_____	_____	_____	_____	_____	_____

Question Items	With A. Whom		B. How Frequent			
	with teacher	without teacher	Generally	Occasionally	Seldom	Never
65. Do aides show disapproval when pupils fail?	_____	_____	_____	_____	_____	_____
66. Do aides aid pupils in learning to assume individual and group responsibility?	_____	_____	_____	_____	_____	_____
<u>Reporting Education Status of Pupils</u>						
67. Do aides report the progress as well as failure to parents?	_____	_____	_____	_____	_____	_____
68. Do aides relate the instructional program to parents?	_____	_____	_____	_____	_____	_____
69. Do aides extend invitations to parents to attend programs, exhibits which are executed by the pupils?	_____	_____	_____	_____	_____	_____
70. Do aides solicit parents' or guardians' cooperation when making referrals for pupils?	_____	_____	_____	_____	_____	_____
71. Do aides discuss pupils' attitudes, study habits, health, attendance, etc., with parents?	_____	_____	_____	_____	_____	_____
72. Do aides extend themselves to pupils and parents in home visitations?	_____	_____	_____	_____	_____	_____
73. Do aides participate in Parent-Teacher Association functions?	_____	_____	_____	_____	_____	_____

Conferring with other School Personnel

Question Items	With A. Whom		B. How Frequent			
	with teacher	without teacher	Generally	Occasionally	Seldom	Never
74. Do aides confer with special service personnel, such as guidance counselors and social workers?	_____	_____	_____	_____	_____	_____
75. Do aides confer with resource personnel such as physical therapists and speech therapists?	_____	_____	_____	_____	_____	_____
76. Do aides request or requisition instructional materials and supplies?	_____	_____	_____	_____	_____	_____
77. Do aides participate in faculty meetings?	_____	_____	_____	_____	_____	_____
78. Do aides plan conferences with other aides?	_____	_____	_____	_____	_____	_____
79. Do aides make calls concerning repair work on teaching aids?	_____	_____	_____	_____	_____	_____
80. Do aides make contacts with speech and hearing teachers for pupils?	_____	_____	_____	_____	_____	_____
81. Do aides give out information on pupils who withdraw or enter?	_____	_____	_____	_____	_____	_____
<u>Extra Curricular Activities</u>						
82. Do aides collect money from pupils for any school function?	_____	_____	_____	_____	_____	_____

Question Items	With A. Whom		B. How Frequent			
	with teacher	without teacher	Generally	Occasionally	Seldom	Never
83. Do aides sponsor class parties for pupils in class or after school?	_____	_____	_____	_____	_____	_____
84. Do aides counsel pupils before and after school?	_____	_____	_____	_____	_____	_____
85. Do aides administer any type of punishment before or after school?	_____	_____	_____	_____	_____	_____
<u>Community Relations</u>						
86. Do aides assist with community surveys?	_____	_____	_____	_____	_____	_____
87. Do aides assist in planning various training programs for adults in the community?	_____	_____	_____	_____	_____	_____
88. Do aides participate in community affairs?	_____	_____	_____	_____	_____	_____
89. Do aides help to acquaint pupils with community resources?	_____	_____	_____	_____	_____	_____
90. Do aides collect any monies for approved drives in the community, such as the March of Dimes, etc.?	_____	_____	_____	_____	_____	_____
91. Do aides interpret educational policies, educational issues or new methods to the pupils?	_____	_____	_____	_____	_____	_____

Question Items	A. With Whom		B. How Frequent			
	with teacher	without teacher	Generally	Occasionally	Seldom	Never
92. Do aides prepare notices of school functions for the public?	_____	_____	_____	_____	_____	_____
93. Do aides invite persons from the community to speak to school groups?	_____	_____	_____	_____	_____	_____
94. Do aides help to inform the community of elections, registration deadlines, etc.?	_____	_____	_____	_____	_____	_____
<u>Professional Development</u>						
95. Do aides attend in-service meetings?	_____	_____	_____	_____	_____	_____
96. Do aides attend increment courses or seminars?	_____	_____	_____	_____	_____	_____
97. Do aides observe other teachers or aides in other classrooms?	_____	_____	_____	_____	_____	_____
98. Do aides work on research projects?	_____	_____	_____	_____	_____	_____
99. Do aides read professional literature?	_____	_____	_____	_____	_____	_____
100. Do aides investigate newer educational trends?	_____	_____	_____	_____	_____	_____
101. Do aides record information in attendance register?	_____	_____	_____	_____	_____	_____

Question Items	With A. Whom		B. How Frequent			
	with teacher	without teacher	Generally	Occasionally	Seldom	Never
102. Do aides record grades on report cards?	_____	_____	_____	_____	_____	_____
103. Do aides record test results in permanent records?	_____	_____	_____	_____	_____	_____
104. Do aides make or correct formal or informal tests?	_____	_____	_____	_____	_____	_____
105. Do aides administer formal or informal tests?	_____	_____	_____	_____	_____	_____
106. Do aides monitor or proctor during test situations?	_____	_____	_____	_____	_____	_____
107. Do aides observe and record human behavior during test situations?	_____	_____	_____	_____	_____	_____
108. Do aides chart or graph human behavior of pupils?	_____	_____	_____	_____	_____	_____
109. Do aides re-test pupils?	_____	_____	_____	_____	_____	_____
110. Do aides check and grade oral and written assignments of pupils?	_____	_____	_____	_____	_____	_____
111. Do aides keep progress reports on pupils' improvement?	_____	_____	_____	_____	_____	_____
112. Do aides average grades for pupils?	_____	_____	_____	_____	_____	_____
113. Do aides mimeograph or duplicate instructional materials, exercises, drills or tests for pupils?	_____	_____	_____	_____	_____	_____